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ABSTRACT

This resource book provides information on developing a workplace literacy program, descriptions of Florida Workplace Literacy Programs, and an annotated bibliography of resources. An introduction discusses the problem of basic skills deficiencies, projections that indicate the problem will increase, the Florida context, and benefits realized when literacy programs are offered on the job site. The rest of the manual is presented in three sections. The first of these provides a development model and describes each of the following steps: establish a joint planning and implementation team; develop preliminary program goals and target audiences; agree on the responsibilities of the partners; conduct a literacy audit; develop specific program objectives; design the curriculum; recruit participants; screen participants; select and train teachers; deliver instruction; and evaluate and provide feedback. Two sample programs are described. The next section reports data collected in a statewide survey of Florida literacy programs offered on the job site, beginning with an overview of survey results. The data consists of the following: breakdown by type of classes offered; summary by county, number of programs, and type; contributions made by business and industry; other providers of education below grade 12 on the job site; and counties currently planning workplace literacy programs. A directory of present and planned programs by county is presented. The third section is an annotated bibliography of 141 resources in the areas of trends and justifications for workplace literacy, model programs, resources, and teaching strategies. A workplace literacy fact sheet and the survey instrument are appended. (YLB)

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1990

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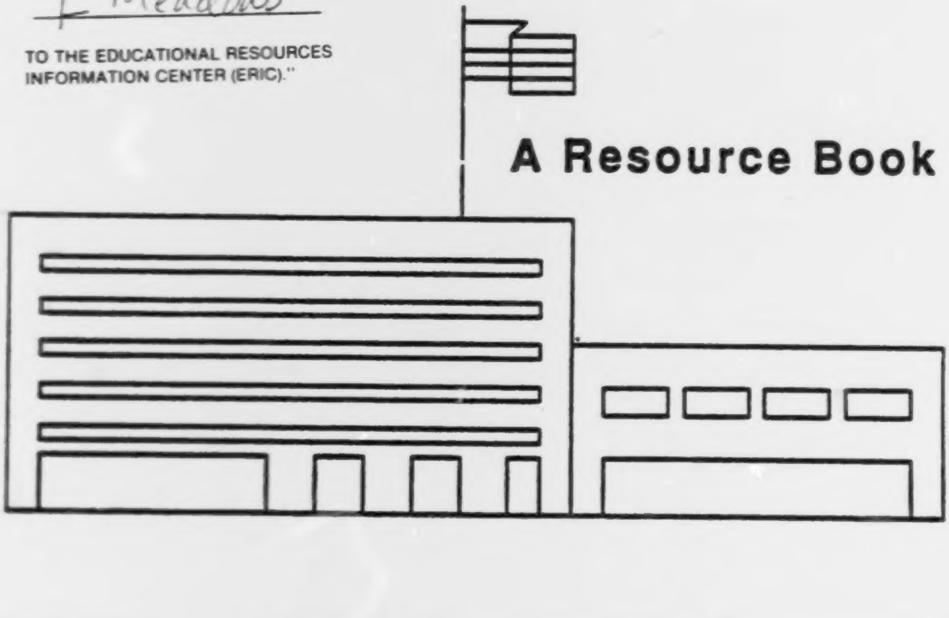

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Workplace Literacy

A Resource Book

- ✳ Developing A Workplace Literacy Program
- ✳ Florida Workplace Literacy Programs
- ✳ Annotated Bibliography of Resources

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We are also indebted to Ellen Gardner for her expertise and patience in creating the finished document.

Seventy-five percent of the American workforce in the year 2000 are adults today; they are out of school and most are in the workforce. By the most conservative estimates, 20-30 million of these adults have serious problems with basic literacy skills; they cannot read, write, calculate, solve problems, or communicate well enough to function effectively on the job or in their everyday lives.

There is no way in which the United States can remain competitive in a global economy, maintain its standard of living, and shoulder the burden of the retirement of the baby boom generation unless we mount a forceful national effort to help adults upgrade their basic skills in the very near future.

Chrisman, 1989, p.iii

Contents

Introduction 1

The Problem 1

The Future 2

Florida Facts 3

The Solution 4

Developing A Workplace Literacy Program 6

How To Develop a Workplace Literacy Program 6

Development Model 7

Two Sample Programs 13

Florida Workplace Literacy Programs 17

Summary of Survey Results 18

Directory of Programs by County 25

Annotated Bibliographies of Resources 35

Trends/Justification 36

Model Programs 61

Resources 80

Teaching Strategies 100

Appendices 109

A. Workplace Literacy Factsheet

B. Workplace Literacy Survey Instrument

Introduction

THE PROBLEM

Illiteracy and undereducation are often accompanied by poverty, crime, unemployment and welfare dependency, creating a debilitating impact on the illiterate or undereducated individual. What has recently gained increased attention is the fact that illiteracy and undereducation also have a major impact on a nation's ability to maintain and increase levels of productivity and compete in a world society.

Since 1973, the United States has experienced lower rates of productivity growth and a decline in real income. These trends have been especially strong among the young and undereducated (Berlin & Sum, 1988). In a featured article in *Nation's Business*, Berney (1988) asserts that one out of every three potential employees cannot read, write, or reason well enough to compete in today's economy. An article in the Business Council for Effective Literacy (BCEL) Newsletter (1984) also links inadequate basic skills and low levels of productivity. Other problems commonly linked with a workforce low in basic skills are poor product quality, workplace accidents, lost management and supervisory time, restricted mobility and promotability of employees, and absenteeism. Estimates of the cost of our undereducated workforce cover a wide range:

- In an article in *American Demographics*, Edmondson (1988) sets the cost of lost productivity and remedial training at $25 billion annually.
- The cost of inadequate basic skills in welfare payments, crime and incarceration, incompetence on the job, lost taxes, and remedial education is estimated at $225 billion per year by the American Library Association. (Irwin, 1987).
- Finally, in terms of unrealized earnings of those lacking adequate basic skills, the Literacy Volunteers of America estimates a loss of up to $237 billion per year. (Irwin, 1987).

THE FUTURE

Basic skills deficiencies are now creating serious problems in the workplace. Projections indicate that these problems are almost certain to increase unless there is a major intervention on a national scale.

❑ Changes in the Available Labor Pool

Not only will larger percentages of entrants into the workforce be from groups that have traditionally had the lowest levels of education and skills (minorities and the poor), but many jobs will require increasingly higher levels of basic skills.

- The number of young adults in the United States (18-24 years old) will decrease by more than one-fourth between 1979 and 1995 (Berlin & Sum, 1988).
- Minorities and economically disadvantaged groups will comprise a larger share of this age category. These groups have traditionally had the lowest levels of education and basic skills. Minorities and the poor are concentrated in the bottom fifth of test score distributions on virtually every major standardized test (Berlin & Sum, 1988).
- Workers aged 16-34 will account for less than 40 percent of the workforce by the year 2000, as compared to 50 percent in 1985. The average age of workers will increase from 36 to 39 during this period (Hudson Institute, 1987).
- By the year 2000, the vast majority of new entrants into the workforce will be women, minorities, and immigrants (Hudson Institute, 1987).

☐ Requirements for Higher Levels of Basic Skills

Our advancing technology fuels an ever-increasing demand for higher levels of basic skills in U. S. workers. *Workforce 2000*, a projection of workforce demands conducted by the Hudson Institute, predicts the following for the year 2000:

- The majority of new jobs will require some education beyond high school for the first time in the history of our country; and 30 percent will require a college degree.
- Only 27 percent of all new jobs will be in the low skill categories, representing an all-time low. In 1987, 40 percent of jobs required low skill levels.
- Jobs requiring low-level skills are disappearing. Jobs that fell in the middle of the skills distribution in 1987 will be the least skilled occupations of the future.

Hudson Institute, 1987

FLORIDA FACTS

Florida is at the forefront of the trend toward jobs requiring more advanced skills.

- In seven out of eight areas of non-agricultural business employment, Florida surpasses the nation.
- Industrial employment in Florida increased by 23.7 percent between 1980 and 1985. The national average for this period was 8.1 percent.
- Between 1975 and 1985, employment in high-technology fields in Florida increased by 100 percent, while the number of high-technology firms increased by nearly 255 percent.
- Florida is now seventh in the nation in employment in high-technology industry.

Florida Department of Education, 1988

THE SOLUTION

Given the problems caused by low levels of basic skills in the workplace, the overwhelming cost associated with these deficiencies, and the projection that these problems will increase, the final report of the Project on Adult Literacy (Chrisman, 1989) targets the need to address "the most seriously neglected national priority" in the field of literacy: basic skills of the workforce.

The report emphasizes that the vast majority of workers for the year 2000 (75 percent) are already adults, and most are in the workforce. A minimum of 20 to 30 million of these individuals have basic skills deficiencies that are severe enough to affect their job performance and management of their personal lives.

Pointing out that increasing the skills of our country's workers offers the greatest potential for short-term economic benefit, the report recommends making remedial programs available to workers on the job site.

Why Use the Workplace?

Four major benefits are realized when literacy programs are offered on the jobsite. A workplace literacy program:

- ☐ **Eliminates many barriers to attendance.** Transportation, child care, and fees charged to the individual are all often cited as reasons for not attending literacy programs at school sites and become less of a problem with jobsite programs; they are of no concern at all if all of the instruction is on company time. Less tangible, but equally as real are avoidance of the temptation to finish watching a television show with the family or simply snoozing in an easy chair rather than attending class. It is much easier to walk into another part of the building at work than to go home, clean up, grab a bite to eat, and travel to another site for class.

☐ **Increases possibilities for transfer and immediate use of knowledge.** A good workplace literacy program makes use of reading materials needed on the job. Warning signs, instruction sheets, memos, and procedural manuals become a part of the instructional material. While this type of customizing does take some time, the results are more than worth it. Interest and effort accelerate when the knowledge can be applied immediately to an important context - especially one with which the learner is already familiar.

☐ **Creates a more educative environment on the job.** Company support of literacy programs makes admitting a basic skills problem easier. Adult illiterates are usually fearful of receiving a negative reaction if they admit their weaknesses. Visions of ridicule or job loss are not uncommon. By its sponsorship and promotion of workplace literacy programs, a company creates an environment in which admitting that one needs help is acceptable and continuing basic skills instruction becomes commonplace. Many companies promote their literacy programs throughout the site with posters and public announcements. Their commitment of time and resources reinforces the concept that further learning is a positive, productive thing to do.

☐ **Reduces the cost for the adult education agency and for the employer.** Employers normally provide the training site, a company liaison who assists in varying degrees with the literacy audit, the development of job and/or site specific materials, and the evaluation, as well as facilitating contact between management and the educational provider. They may also need to pay for curriculum development for their specific needs, and many allow release time (full or partial) for employees to attend classes. A publicly-funded adult education agency offering a job-site literacy program would normally provide the teachers, materials for student assessment, and the expertise in setting up a job-site literacy program.

DEVELOPING A WORKPLACE LITERACY PROGRAM

HOW CAN I DEVELOP A WORKPLACE LITERACY PROGRAM?

Once an employer decides to plan and implement a workplace literacy program, several choices are available.

Members of the current training staff can design and deliver the program.

- Advantage: If staff is sufficient and is knowledgeable about literacy education, this approach can be cost effective.
- Disadvantages: Limited staff expertise in literacy education may result in a less than effective program; staff resources may not be adequate.

A consultant can be brought in to design and deliver the program or to design the program and train company personnel to deliver it.

- Advantage: If the consultant is carefully chosen, program quality should be excellent.
- Disadvantage: This is an expensive route, especially if the consultant delivers the instruction.

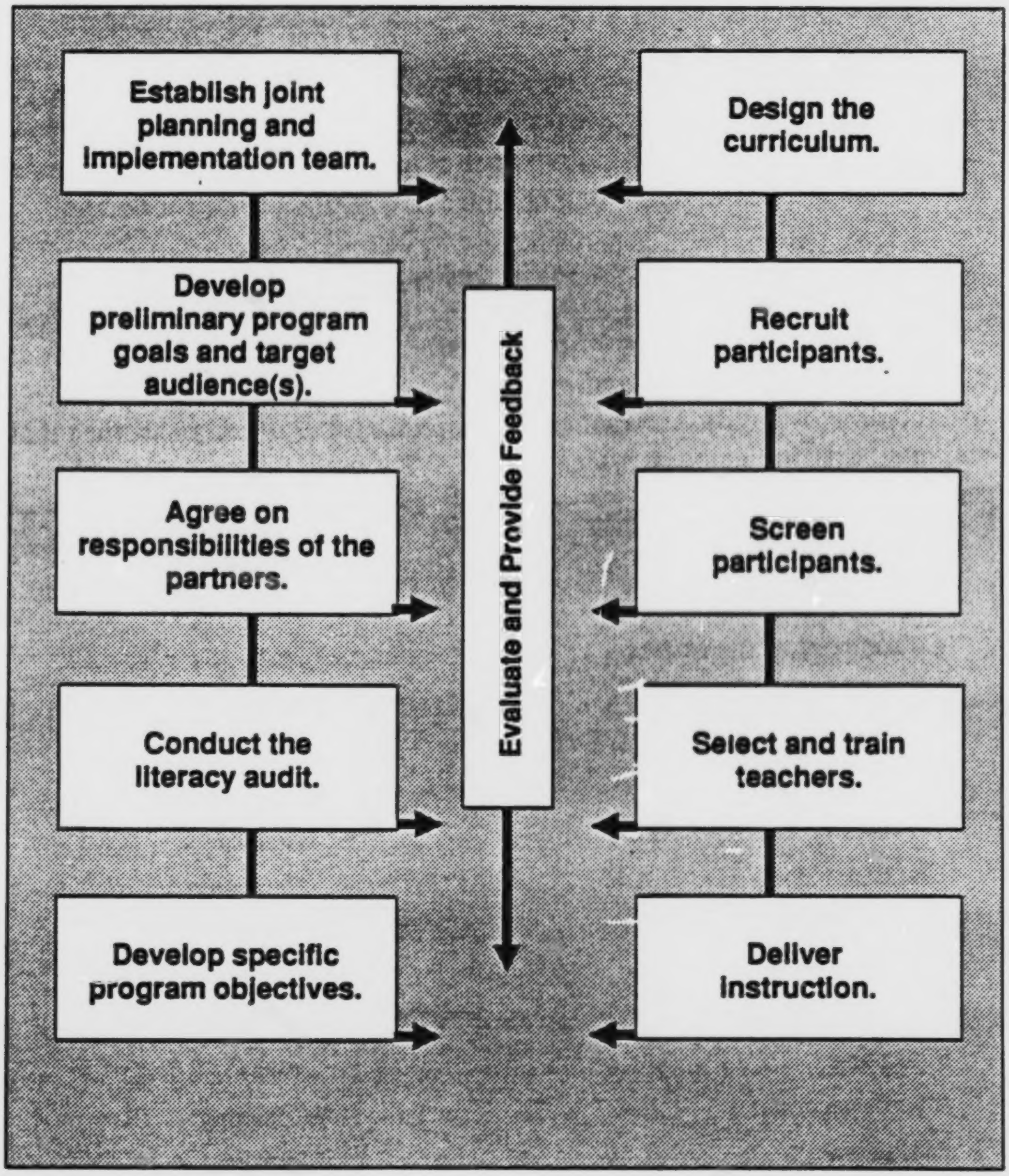
An agreement can be developed with a local adult education provider to develop and offer the instruction.

- Advantages: Instructional staff will be available at no cost, since these programs receive state funding; these teachers will be experienced in adult literacy education.
- Disadvantage: If individuals outside the organization are developing the instruction, they will need to be oriented to the details of the jobs the students hold.

The development model presented below focuses on the third option. Because of its significant advantages to both parties, this type of cooperative effort is spreading rapidly.

DEVELOPMENT MODEL

Please note that the model given below includes evaluation and feedback after each step, with the option of reassessing prior decisions in light of new information. As an example, the preliminary program goals and target audiences may be altered once a literacy audit is completed. Each step in the model is described below:


Establish joint planning and implementation team.
Develop preliminary program goals and target audience(s).
Agree on responsibilities of the partners.
Conduct the literacy audit.
Develop specific program objectives.
Evaluate and Provide Feedback
Design the curriculum.
Recruit participants.
Screen participants.
Select and train teachers.
Deliver instruction.

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I. Establish a joint planning and implementation team.

This team should include representatives from management, training, major divisions within the organization, unions or other employee groups, and the education provider. Later in the process when initial target groups have been chosen, representatives from those groups should be added as well.

II. Develop preliminary program goals and target audience(s).

Although these goals may be reassessed based on a detailed literacy audit, it is important to begin with an identification of areas in which low levels of literacy are causing obvious problems or where major problems are anticipated due to upcoming changes in equipment or procedures.

III. Agree on the responsibilities of the partners.

A clear understanding of the responsibilities of each partner at the outset prevents misunderstandings. Major areas of responsibility are listed below, with the designation of the partner that usually assumes that responsibility indicated as well.

Responsibility	Partner
Literacy audit	Joint
Customizing of curriculum	Joint
Printing costs	Either
Student testing materials & evaluation	Either
Class materials	Company
Teachers	Agency
Classroom space	Company
Liaison between partners	Both
Release time to attend class	Company
Employee incentives	Company
Marketing	Joint
Awards/certificates	Company
Evaluation	Joint

IV. Conduct a literacy audit.

- What types of reading materials are workers exposed to on the job? At what reading levels? What types of reading strategies do they need to be able to use? A literacy audit is designed to answer these questions.

The following procedures for conducting a literacy audit are reprinted from *The Bottom Line: Basic Skills in the Workplace* (U.S. Department of Labor and U. S. Department of Education, 1988).

☐ Observe employee(s) to determine the basic skills they must use in order to perform their jobs effectively.

- Watch the employee(s) throughout a workday to be sure all tasks are observed. Continue this observation over a period of time if tasks change periodically rather than daily.
- Record each time the worker reads, writes, or does an arithmetic calculation.
- Note the setting in which these basic skills activities take place.
- Note the materials used by the employee to perform the tasks involving basic skills activities.
- Determine the purpose of those tasks.
- Be aware of whether the tasks are performed individually or in groups.

☐ Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well.

- Include memoranda, telephone messages, manuals, bills of sale, and forms such as inventory lists, balance sheets, and requisition slips.
- Examine the materials to determine reading levels, necessary vocabulary, and style.

- Analyze the content of these materials to determine their function.

☐ Interview employees and their supervisors to determine their perception of the basic skills needed to do their jobs.

- Note the skills that the top-performing employees say are most important. Then ask them which skills they use most and how they use them.

- Ask the supervisors which skills are needed for job performance, identifying those deemed critical.

- Examine discrepancies, if they exist, between the employees' and the supervisors' perceptions of skills needed. One particularly good technique suggested by Mikulecky (1987) is to ask both supervisors and top-performing employees how they would break in a new employee, step by step. Questions such as "How do you decide what to do first? How do you decide what to do next?" clarify the mental processes underlying good job performance and present a fuller picture than a simple listing of tasks.

☐ Determine whether the employees have the basic skills needed to do their jobs well.

- Combine the information gathered from observing the employees, collecting the materials they use, and interviews. Then, write up a description of each of the audited jobs in terms of the reading, writing and computation skills needed to perform them well.

- Return to the work setting to observe how or whether the tasks requiring these basic skills are performed.

- Discuss observations informally with employees and supervisors when problems are observed, to pinpoint specific areas of difficulty and concern.

- ☐ Build tests that ask questions relating specifically to the employees' job or job group.
  - Use job-related language and style.
  - Use situations and formats in which the basic skill being tested will actually occur.
  - Ask employees to perform the tasks that simulate what they encounter on the job.
  - By comparing the results of the test with the writeup of the basic skills tasks embedded in the job(s), the literacy auditor can determine whether there is a basic skills problem in the workplace and what that problem is.

V. Develop specific program objectives.

The program objectives should reflect the needs of the organization and the results of a literacy audit. They should be stated in terms of the skills needed to perform well on the job, rather than in educational terms (such as improving a tested reading level).

VI. Design the curriculum.

Design the curriculum to insure maximum impact: base the content, materials, methods, and sequencing on the specific job setting.

- Use the results of a literacy audit to determine vocabulary, reading strategies to be taught, and as the context for exercises (such as completion of forms or reading comprehension activities). Simulate on-the-job activities as closely as possible.
- Use actual materials from the job whenever possible: a warning sign, excerpts from a manual, a job-aid, for example.
- Use commercially prepared materials only sparingly; while they can be used effectively with learners who are at the most basic levels, they will always need to be supplemented with job-specific materials.

- Sequence the instruction in terms of its importance on the job. Warning signs and other safety information might be covered first, for example.

VII. Recruit participants.

- Voluntary attendance is preferable. Companies have used motivational sessions conducted by supervisors or managers, posters, and newsletter announcements as selling points for attending basic skills sessions.
- Another major selling point is demonstration of the employer's commitment to the program through the offering of release time (or partial release time) to attend the sessions.
- Another promotional inducement could be monetary incentives. Some companies offer a raise at the completion of the program. Others offer a minimal payment for attending class outside of work hours (for example, $5.00 per hour up to a total of $500.00 per year).
- The name given to the program is critical. "Remedial Reading" or "Basic Skills" titles create a stigma. "Communications Skills," "Reading for Advancement," or "Mathematics for Assemblers" are much easier to sell.

VIII. Screen participants.

Standardized tests such as the Test of Adult Basic Education (TABE) may be used to ascertain grade levels. A performance- based pretest which reflects the program objectives should also be administered.

IX. Select and train teachers.

If those who are to teach the sessions have not been involved in the assessment, curriculum development, and screening, they will need an orientation to the origins and purposes of the program. Empathy, warmth, and flexibility are essential attributes in addition to prior experience in literacy education.

X. Deliver instruction.

Use a checklist to insure that facilities, equipment, and materials are all accounted for.

Flexibility is the key to the instructional delivery, especially the first time around. The teacher should feel free to experiment as the situation dictates: adding additional materials from the job, adjusting the methods and sequence as needed, or making any other changes that may enhance the instruction for that specific group of learners.

XI. Evaluate and provide feedback.

As previously noted, evaluation and feedback occur throughout the process. The evaluation of instruction, reflecting the objectives,should be job specific. Can the employee now fill out the work order correctly? Can he or she accurately follow the procedures described in a manual?

- While improvement in reading level is a nice-to-know bit of data, employers are much more interested in reduced error rates and better performance on the job.
- It is important that results be reported to supervisors and managers and that they have an opportunity to assess the impact of the instruction on job performance as well.

TWO SAMPLE PROGRAMS

Example 1

Many of the "how-tos" that are needed to create an effective workplace literacy program were incorporated in a program developed by the Polaroid Company more than twenty years ago. The voluntary program is a combined effort of the employer, the staff and supervisors, and the employees as well. (U.S. Department of Labor and U.S. Department of Education, 1988)

Employees are given an assessment, developed by Polaroid, to determine areas of need. At certain levels of deficiency, tutorials are provided four hours a week, two hours on company time and two hours on the individual's time. All the instruction given relates to what the employee does day-to-day.

A pocket guide is prepared that has words that the employee must be familiar with in order to do his job. In addition, instructors walk through each employee's position to get a feel for what the employee must be able to know to perform adequately. This first-hand information is incorporated in course content that is later determined by both the student and the instructor. Company-made materials such as the newsletter, information sheets on benefits, and manuals on how to do certain jobs are all used as means to reinforce the knowledge transfer to the job.

Polaroid also has in place a literacy support group with scheduled meeting times for people in basic skills classes to share their concerns and their successes.

Example 2

A variety on the "how-to" steps that have been identified is a very new, but also highly successful workplace literacy program that has been field-tested in the U.S. Army for the past three years. The program called JSEP (Job Skills Education Program) was originally developed for the U.S. Army by a team of Florida State University and Ford Aerospace Corporation at a cost of $11 million dollars (Wilson, 1989, 4).

The program is unique in that it is the "largest computer-based basic skills program ever developed for adults." JSEP includes over 300 hours of instructional materials with 90 percent of the instruction being computer-based. The rest of the lessons are found in modular workbooks that are managed by the computer as well.

Though the program sounds devoid of many of the "how-tos" discussed previously, in truth, it is much in line with the premises established. The similarities are as follows:

- JSEP is "based on extensive job task analysis of the basic skills needed in various occupations." This was accomplished by a thorough assessment or literacy audit in each occupation to identify which skills were paramount.

- JSEP is "based on a thorough knowledge of the principles of instructional design." A systems process built on adult learning theories was the foundation for the system.
- JSEP was developed to reflect learning theory related to adult learners and compensates for fear of learning and fear of testing by "offering a new way to learn" that is motivating, patient, free of peer embarrassment, and totally self-paced.
- Since JSEP is self-paced the student can learn at his own rate of comfort and remain in the lesson until he "fully masters the material." The student does not waste time on material previously learned.
- Instructors are not present to record grades and report, for the computer charts the students' progress. Instead the instructor uses his time more efficiently in giving individual instruction where needed.
- Each student's curriculum is individually devised based on his or her job plans. JSEP also offers the student modules to develop supporting skills, such as: Time Management, Motivational Skills, Reading Statistics, Test Taking Skills, and Problem Solving.

The military version of JSEP has received such favorable responses that a civilian form of the program is now being piloted in a civilian community to test its applicability for training civilians in the basic academic and learning skills which are essential for the acquisition of job skills.

For more information on JSEP, contact Dr. Lois Wilson, Ford Aerospace Corporation, 12330 Pinecrest Road, Reston, VA 22091, (703) 391-2805; or, Dr. Robert Branson, Center for Educational Technology, Florida State University, Tallahassee, FL 32306, (904) 644-6051.

A checklist of characteristics of a successful workplace basic skills program was also outlined in *The Bottom Line* (1988). Many of the characteristics are mentioned in other literature sources as desirable attributes. A paraphrasing of the list follows:

- The goals of the company and individual for the workplace literacy program must be clearly stated.
- Top management and employee groups must actively support the program.
- The recruiting techniques used for the program must be in tune with the clients the program is to serve.
- Management, human resource department, supervisors, and employees must all be involved in the planning and on-going operation of the program.
- Standards must be established that measure the success of the program and this information must be shared with all involved.
- Pretests and/or literacy audits are needed to determine employee needs and strengths and to determine what course content needs to be included.
- Employees' personal goals are solicited and incorporated into the learning plans.
- All materials, methods and evaluation strategies that are used in the workplace literacy program are linked to the learning goals. Actual job materials are used as instructional texts. Accomplishment of job task is the final evaluation used.
- Instructors are familiar with what tasks are needed to perform each job successfully.
- Post-tests are used to stimulate learning, not to threaten or coerce employees to perform. Frequent progress checks are documented and welcomed by staff and supervisors.

Florida Workplace Literacy Programs

☐ Summary of Results
  - Overview
  - Breakdown by Type
  - Summary by County, Number of Programs, and Type
  - Contributions Made by Business and Industry
  - Other Providers of Education Below Grade 12 on the Jobsite
  - Counties Currently Planning Workplace Literacy Programs

☐ Directory of Present and Planned Programs by County

Florida Workplace Literacy Survey Results

The Survey

The data reported in this section were collected in a statewide survey of literacy programs offered on the jobsite by publically funded adult education providers. The initial survey was conducted in the summer of 1989, with followups in the fall of 1989 and the summer of 1990. The survey instrument appears in Appendix B of this publication.

Survey Results: Overview

- Ninety percent of the counties in Florida were included in the final results (60 counties)
- 7 counties did not respond by survey form or phone
- Of the total 253 programs reportedly offered in workplace literacy in Florida,
  - ABE programs comprise 40% of the offerings
  - ESOL programs comprise 25% of the offerings
  - GED programs comprise 12% of the offerings
  - Adult High Schools comprise 1% of the offerings
  - "Other" programs comprise 22% of the offerings
- Of the total 253 programs, the number of clients served ranged from 4,225-4,231 (with client data missing from a total of 33 sites). Of this client total, the following is true:
  - ABE programs served 53% of the total clients
  - ESOL programs served 25% of the total clients
  - GED programs served 11% of the total clients
  - Adult High Schools served less than 1% of the total clients
  - "Other" programs served 11% of the total clients

Survey Results:
Types of Classes Offered and Distribution within Counties in Workplace Literacy

ABE

- A total of 100 ABE programs are offered
- Of this total the programs are distributed as follows:

ABE Only

- 12 counties have 1 offering
- 8 counties have 2 offerings
- 1 county has 3 offerings
- 2 counties have 5 offerings
- 1 county has 6 offerings
- 1 county has 7 offerings
- 1 county has 9 offerings
- 1 county has 12 offerings

ABE/GED

- 2 counties have 1 offering
- 1 county has 2 offerings
- 1 county has 5 offerings
- 1 county has 11 offerings

ABE/ESOL or ESL

- 2 counties have 1 offering
- 1 county has 2 offerings

ABE/GED/ESOL or ESL

- 1 county has 1 offering

ESOL

- A total of 64 ESOL programs are offered
- Of this total the programs are distributed as follows:

ESOL

- 5 counties have 1 offering
- 3 counties have 2 offerings
- 4 counties have 3 offerings
- 2 counties have 5 offerings
- 1 county has 11 offerings
- 1 county has 20 offerings

GED

- A total of 30 GED programs are offered
- Of this total the programs are distributed as follows:

GED

- 12 counties have 1 offering
- 1 county has 2 offerings
- 1 county has 3 offerings
- 1 county has 4 offerings
- 1 county has 9 offerings

Adult High School

- A total of 3 countries reported on adult high school

Other

- A total of 56 "other" programs are offered
- Of this total the programs are distributed as follows:

Other

- 8 counties have 1 offering
- 2 counties have 2 offerings
- 2 counties have 3 offerings
- 1 county has 4 offerings
- 1 county has 7 offerings
- 1 county has 9 offerings
- 1 county has 18 offerings

Summary Table for Types of Programs Offered by County by Number of Programs and Number of Clients

County	ABE	ESL/ESOL	GED	Adult High	Other
Alachua	1(10)	1(100)	1(10)		2(+)
Bradford	2(53)				
Brevard	3(103)				
Broward	1(+)	1(35)			
Charlotte	1(20)				
Citrus	2(65)		1(80)		
Collier	1(23)	3(127)			4(69)
Columbia	2(39-42)				
Dade	1(50)	11(20++)	4(20+)		2(+)
Dixie	2(12)	1(10)			
Duval	5(67)	1(20)			
Escambia					1(7)
Flagler	1(27)*				1(7)
Gadsden	1(30)*				
Hernando	1(30)		1(20)		
Highlands	6(43)+	2(14)	1(2)	1(+)	
Hillsborough	12(122++) 1(+)**	5(70++)	9(89++)	1(+)	1(+)
Indian River	1(20)		1(20)		1(+)
Lake					1(+)
Lee	2(20)	2(26)			
Leon	7(101)				
Levy	1(36)				
Manatee	5(125) 1(150)**	3(57)	1(120)		3(70)
Marion	5(72-104)*				
Martin	2(32)**				
Monroe	1(30)***				
Orange	1(100)	20(240)			
Osceola	1(1-on-1)	2(16-20)			1(60)
Palm Beach	2(35)	5(176)	1(15)		
Pinellas	11(125)*	3(36)			18(+)
Polk	9(139)	3(71)	3(48)		3(34+)
St. John's	2(12)*				1(+)
Santa Rosa	2(15)		1(29)		
Sarasota	2(30)	1(20)	1(20)		1(+)
Seminole	1(12)	1(35)			
Sumter					9(60)
Suwannee	1(40)		2(40)	1(20)	
Taylor	1		1(+)		
Volusia			1(25)		
Washington					7(150)
Programs	100	64	30	3	56
Clients Served	2237-2239	1063-1067	448	20	457
	#1	#2	#3	#4	#5

* ABE/GED +Participant data missing for one site

** ABE/ESOL or ESL ++Participant data missing for more than 1 site

*** ABE/ESOL/GED

#1 - 12 sites with client numbers missing

#2 - 5 sites with client numbers missing

#3 - 9 sites with client numbers missing

#4 - 2 sites with client numbers missing

#5 - 7 sites with client numbers missing

Contributions of Business and Industry to Workplace Literacy Programs

- 21 counties reported that meeting space was provided
- 18 counties reported that liaisons to work with personnel were provided
- 12 counties reported flexibility in employee scheduling so that employee could attend classes was provided
- 10 counties reported time for employees to attend training during working hours was provided (time varied from .5 hour to 60 hours per week)
- 8 counties reported liaisons were provided to assist in evaluating the program

Other Providers of Education Below Grade 12 on the Job Site

- 39 counties reported none that they were aware of in their county
- 2 counties did not respond
- 6 counties were aware of other programs in their county. These are listed below:
    - Collier (Vocational Center)
    - Columbia (Lake City Community College)
    - Duval (ElectroMotive, BFI Waste Systems, City Public Works)
    - Hillsborough (other adult/community education office in area)
    - Lee (South Seas Plantation with library volunteers, migrant farm camps with church volunteers)
    - Okaloosa (Okaloosa-Walton Community College)

Counties Currently Planning Workplace Literacy Programs

- 24 counties were in the planning stage and identified the specific programs or steps taken at this time
- 8 counties said they were planning programs but provided no additional input
- 13 counties reported that they were not planning programs
- 2 counties did not respond
- Sixty-eight percent of the counties are planning workplace literacy programs

Present and Planned Florida Workplace Literacy

Programs by County

The large number of jobsite literacy programs now being delivered and planned reflect the commitment of Florida's public adult education providers to take the programs where the need is. Some of the programs have developed customized curricula; some have not. Local contact persons are listed for your convenience.

Present and Planned Workplace Literacy Programs By County

COUNTY/CONTACT PERSON	OFFERED	PLANNED
ALACHUA **Dr. Ellen West** **(904) 373-1507**	ABE: School Board Employees (10) ESOL: University of Florida (100) GED: School Board Employees (10) Other: Job Prep/Supplemental Vocation and Custodial In-service	ABE/GED for the city of Gainesville and University of Florida Employees
BAY **Mr. Willard L. Anderson** **(904) 872-4555**		ABE classes in two locations
BRADFORD **Ms. Rebecca Redish** **Suncom 821-5229**	ABE: Sunshine Industries (28) Sunshine Industries (25)	
BROWARD **Mr. Matthew Meadows** **Suncom 821-5229**	ABE: Motorola ESOL: Superior Shades (35)	Broward Applied Skills for Employment (BASE) to identify workplace needs and train adult workers
BREVARD **Ms. Bette Singer** **(407) 632-1111**	ABE: City of Cocoa (18) Harris Corporation (1000) McDonnell-Douglas (12)	Three more programs planned.

COUNTY/CONTACT PERSON	OFFERED	PLANNED
CHARLOTTE **Ms. Marguerite L. Calvert Scheffler** **(813) 625-6155**	ABE: Charlotte County Administrative Offices (20)	
CITRUS **Mr. Danny Woods** **(904) 726-2430**	ABE: Two locations of Withlacoochee Tech (65) for local business GED: At Withlacoochee Tech for local businesses (80)	Two classes a week of literacy training for two correctional sites (approximately 20 students per class)
COLLIER **Mr. Edmund J. Magero** **(813) 643-2700**	ABE: Naples Lumber Company (23) ESOL: Ritz Carlton Hotel (44) A Duda Farms (62) Six-L Farms (21) Other: Lifelong Learning Spanish (for hotel managers) at Registry and Raddison	
COLUMBIA **Mr. Richard Kahlich** **(904) 755-8190**	ABE: Department of Transportation (2) Columbia County Association for the Retarded (37-40 per day)	Reestablish class at Aero Corporation
DADE **Ms. Linda Fink** **(305) 324-6070** **Ms. Dagmar Pelzer** **(305) 995-1839**	ABE: Mount Sinai Medical Center (50) ESOL: Cedars Medical Center (20) Champion Ligthting Metro Dade County Government Midway Airlines The Flyer (newspaper) Southland Corporation Doral County Club and Hotel Intercontinental Hotel Hilton Hotel Sheraton Hotel AVIS HUD GED: Jackson Memorial Hospital (20) Other: Pre- nursing Remedial reading and mathematics basic skills lab IMTS lab (not at worksite)	Increase number of workplace literacy classes at two local hospitals

COUNTY/CONTACT PERSON	OFFERED	PLANNED
DESOTO **Mr. Larry O'Donnell** **(813) 494-4222**		Discussions with local Department of Transportation re: workplace literacy
DIXIE **Ms. Judith S. Robinson** **(904) 498-3358**	ABE: Georgia Pacific for two classes (6,6) GED: Great Bear Industries (10)	GED preparation: Great Bear Industries Georgia Pacific Lumber sites ABE/GED: Florida Forestry Products site
DUVAL **Mr. Robert Wofford** **(904) 646-2294** **(904) 776-6701** **Dr. Patricia Ellis** **(904)633-8484**	ABE: Electro Motive (6) City of Jacksonville Public Works (17, 19, & 16) BFI Waste Systems (9) ESOL: EXCEL Industries (20)	Workplace literacy programs for: Jacksonville Naval Air Station Southland Service Waste System General Motors City of Jacksonville employees
FLAGLER **Ms. Janet Valentine** **(904) 439-6910**	ABE/GED: American Radionics (Onsite two days a week, 27) Spanish for American Radionics (7)	Workplace literacy with WalMart
GADSDEN **Mr. Ray Blitch** **(904) 627-6775**	ABE/GED: Florida State Hospital (30)	
HERNANDO **Ms. Denise Moen** **(904) 799-7838**	ABE: Hernando County Jail (30) GED: Hernando County Jail (20)	ABE/GED for Florida Crushed Stone Company
HIGHLANDS **Ms. Patricia Fordham** **(813) 453-6661**	ABE: 6 sites - restaurant (7) car dealership (4) air conditioning (4) electrical supply (6)Lesco, Inc. lawnmowers (22) ESOL: 2 sites - car dealership (3) Lesco, Inc. (11) GED: Restaurant (2)	ABE/GED/ESOL for Wellcraft Boat (15-30) ESOL for Hartman Plants

COUNTY/CONTACT PERSON	OFFERED	PLANNED
HILLSBOROUGH **Mr. Joe Perez** **(813) 238-4740**	ABE: Gaither High School (14) HARC McDonald Training Center Project Return Treasure Isle United Electronics Institute American Business Institute Tampa Parks Department City of Tampa Sanitation (18) CTA River Apartments (30) Ambrosia Rehabilitation (30) East Sligh Day Care (30) ESOL: Centro Espanol Hospital Migrant Camps Kash n Carry Warehouse (50) Tampa Tribune (20) English Review at City of Tampa Sanitation Department GED: City of Tampa Sanitation Department, Treasure Isle United Electronics American Business Institute Tampa Parks Department International Technical Institute (30) Florida College (35) Walmart (20) Adult High School: Offers full time curricula in ABE /GED /ESOL ESOL/ABE: McDill Air Force Base Other: English review for City of Tampa Sanitation Department office personnel	Plant City Chamber of Commerce for educational literacy for businesses
INDIAN RIVER **Ms. Jean Carter** **(407) 567-7165**	ABE: Local industry council (20) GED: Local industry council (20) Other: Citizenship (English course for Florida Fellsmere Management Company agricultural workers)	
JACKSON **Mr. Willis F. Melvin** **(904) 482-9617**		Exploring programs for correctional institutions and manufacturing concerns
JEFFERSON **Mr. Albert Thomas, Jr.** **(904) 997-3562**		Approaching local nurseries for onsite literacy instruction

COUNTY/CONTACT PERSON	OFFERED	PLANNED
LAKE **Ms. Joyce Powers** **(904) 787-0043**	Other: Literacy one-on-one tutoring (10)	
LEE **Maris Pacetti** **(813) 334-7172**	ABE: Lee Transit (10) Goodwill (10) ESOL: Bagel Bits (11) Holiday Inn (15)	
LEON **Ms. Patricia McDonald** **(904) 922-5343** **Mr. Benjamin Groomes** **(904) 487-2270** **Ms. Irma Dassie** **(904) 922-5343**	ABE: Florida State University (12) Florida A & M University (7) Waste Management of Leon (25) Miracle Hill Nursing Home (12) Westminister Oak (5) Department of Highway Safety and Motor Vehicles (20) Tallahassee Memorial Regional Center (20)	City of Tallahassee (up to 200) Liaison between PRIDE and CESA for entry/exit academic skills for job entry vocational training Possible programs at Holmes Correctional Institution
LEVY **Mr. David Stone** **(904) 486-3264**	ABE: ARC at Levy Center (36)	ESOL/ABE at horse farm
MANATEE **Ms. Deanna Paris** **(813) 741-7298/755-2641**	ABE: City of Bradenton Public Works (5 classes for 125) ABE/ESOL: Manatee County Judicial System and Probation Office (150 per month) ABE/Family Reading: Manatee County Housing Authority (15) ESOL: Florida Ladder (17) Miller Trailers (20) Wellcraft (20) GED: WalMart (20) Lifelong Learning: Spanish for Florida Ladder (17) Spanish for Bradenton Herald (38)	Literacy in the Workplace Symposium sponsored by Tropicana, Inc. and Florida Power & Light. Tropicana is also donating a mobile station PALS Lab for Manatee's workplace literacy efforts ESOL/GED for Eaton Corporation (15) ESOL/ABE for Bausch and Lomb (15) 2 ABE classes for Manatee Public Works (23, 27) ABE Reading/Math for Bealls Distribution Center (22)

COUNTY/CONTACT PERSON	OFFERED	PLANNED
MARION **Mr. Samuel Lauff, Jr.** **(904) 629-7545**	ABE/GED: Marion County Commission (12-20) Salvation Army (12-20) Pall Pneumatic Products (12-20) Marion County Health (24) Kent Meters Company (12-20)	
MARTIN **Mr. Carl Miller** **(407)287-6400 ext.256**	ABE/ESOL: Lobolly Pines Golf Course (18) Turbo Combuster Technology (14)	Additional programs being explored
MONROE **Mr. Fred Shaw** **(305) 294-5212**	ABE/ESOL/GED: Handicapped job placement council Monroe County School Board (30 at various sites)	
NASSAU **Mr. Jerry Bishop** **(904) 261-7628**		ABE at Amelia Island Plantation
OKALOOSA **Mr. J.J. Steele** **(904) 833-3100**		ESOL classes at Okaloosa-Walton Community College ABE sites
OKEECHOBEE **Mr. Jim Knight** **(813)467-2431**		
ORANGE **Mr. Tony Lagos** **(407) 422-3200 ext.518**	ABE: Frito-Lay, Inc. (100) ESOL: 12 hotel sites and Disney Village Resort (20 classes with 12 per class)	Discussing ABE for Disney theme park and Tupperware ESOL for hotels

COUNTY/CONTACT PERSON	OFFERED	PLANNED
OSCEOLA **Ms. Zina Schubert (407) 847-3147 ext.230**	ABE: Sun Bank (1-on-1) ESOL: McLane/Suneast Grocery (1-10) Ramada Resort (8-10) Other: Spanish for Tupperware (60)	
PALM BEACH **Ms. Nell Lucas** **(407) 624-2300**	ABE: Bethesda Hospital (20) Palm Beach Post (15) ESOL: Palm Beach Post (45) Boca Hotel (70) Motorola Inc. (30) St. Andrews Estate Convalescent Center (16) C.A.Muer Restaurant (15) GED: Palm Beach Post (15)	Northern Telecom for ABE and ESOL (projecting 66) ESOL for Palm Beach Kennel Club (17) ESOL at Boca Convalescent Center (15) four additional C.A. Muer Restaurant sites for ABE/ESOL (60) ESOL at Florida Atlantic University ESOL and ABE for the City of Boca Raton
PINELLAS **Ms. Rory Morris-Richardson** **(813) 585-9951 ext.286**	ABE/GED: Pinellas County Highway Department (12) Pinellas County Water Management Department (8) Safety Harbor Government (12) Johnson & Johnson (18) Suncoast Beauty College (15) Tredegar, Inc. (8) Pinellas County Maintenance (8) St. Petersburg Public Works (11) Fortune Hotels (7) Bayfront Medical Center (14) ESOL: R & J industries (12) Paradyne/AT&T (12) Pixie Playmates (12) Other: 18 Community-Based ABE/GED Programs	Morton Plant Hospital UNISYS EVA-TONE Suncoast Hospital INEX Corporation Square D Company General Components St. Petersburg Times, Inc. ACTS (Alcohol Control Treatment Service)

COUNTY/CONTACT PERSON	OFFERED	PLANNED
POLK **Mr. Jim Booth** **(813) 534-2109**	ABE: Lakeland Regional (4) Grenelefe Resort Citrus hill/Procter & Gamble (14) Juice Bowl (20) Econlodge (23) IMC Barto (13) IMC New Wales (14) AMETEK (26) Mulco (18) ESOL: Bee Gee Shrimp Company (55) MaxiJet (4) Mulco (12) GED: Lakeland Regional Medical Center (16) AMETEK (16) Mulco (16) Other: Lifelong Learning - Gardinier Phosphate Spanish for employees (16) Lakeland Regional Medical Center Ben Hill Citrus (18)	-
PUTNAM **Ms. Linda Girardin** **(904) 328-1571, ext.70**		Exploring an ABE/GED program with public school employees
ST.JOHNS **Mr. Gene Motley** **(904) 824-4401**	ABE/GED: Parker-Honnifin Corporation (2) Holloway Sports (10) Other: Grumman Aircraft pays fees for students to take classes for ABE/GED/ESOL	St.John County Governmental employees St.John County School Board employees
ST.LUCIE **Dr. Elizabeth Meyer** **(407) 468-4700, ext.4861** **Suncom 246- 4700**		Commercial Driver's License classes at worksites (now offered at Lincoln Park School with locally-developed materials appropriate for grades 1-9)

COUNTY/CONTACT PERSON	OFFERED	PLANNED
SANTA ROSA **Ms. Alice Guidy (904) 623-3663**	ABE: Spencer Field Navy personnel (8) Whiting Field Navy personnel (7) GED: Vanity Fair garment workers (29)	
SARASOTA **Ms. Mary Puleo** **(813) 366-6446**	ABE: Sarasota Memorial Hospital (20) Sarasota School Board personnel (10) ESOL: Holiday Inn (20) GED: Holiday Inn (20) Other: Lifelong Learning - commercial drivers' license preparation for school personnel	ABE/GED for Sarasota governmental personnel
SEMINOLE **Ms. Marilyn Brisson** **(407) 323-1450 ext.656** **Ms. Harriett Little**	ABE: City of Altamonte Springs (12) ESOL: COMAIR preparation course for pilots to speak English prior to pilot training (35)	
SUMTER **Mr. William Donahue** **(904) 793-7906**	Other: Lifelong Learning - Commercial driver's license preparation for the City of Webster (4) Blossman Gas (4) City of Wildwood (7) City of Bushnell (10) Sumter County Road Department (9) Suburban Gas (5) Kennedy concrete (7) Sumter Senior Services (4) Sumter County ARC (10)	Working on contract for ITPA to provide ABE services for all clients
SUWANNEE **Mr. Walter Boatwright** **(904) 364-2755**	ABE: church (40) GED: Boy's Ranch (10) Association of Retarded Citizens (30) Adult High School: GED (20)	
TAYLOR	ABE: Upon request GED: Serving laid-off workers from Maryland Assemblies	Proctor and Gamble Cellulose (ESOL) Maryland Assemblies (200 laid-off workers in GED)

COUNTY/CONTACT PERSON	OFFERED	PLANNED
VOLUSIA **Ms. Beverly McMurty Grissom** **(904) 254-3077**	GED: Florida Production Engineering (25)	Seeking funding to expand ABE/Literacy openings to other areas
WASHINGTON **Mr. Bill Williams** **(904) 632-1180**	Other: Lifelong Learning - Commercial driver's license for West Florida Electric (2 classes; 23, 25) Trawick Construction (2 classes; 19, 21) Washington County School Bus Drivers (2 classes; 19, 23) General Public (1 class; 20)	ABE/Adult Literacy for West Point Pepperell

Workplace Literacy:

Annotated Bibliographies of Resources*

- Trends and Justification for Workplace Literacy
- Model Programs
- Resources
- Teaching Strategies

*We gratefully acknowledge permission to reprint ERIC abstracts, where available. Original reviewers' initials are included at the end of these citations.

ANNOTATED BIBLIOGRAPHIES OF RESOURCES

TRENDS AND JUSTIFICATION FOR WORKPLACE LITERACY

Adult Literacy and Technology National Conference. (1988, July 27-31). Pittsburgh: Pennsylvania State Univ., Univ. Park. Inst. for the study of Adult Literacy. (ERIC Document Reproduction No. ED 298291)

This document provides advance information on the symposia, workshops, and presentations of a conference, the purpose of which was to teach about new techniques and methodologies for applying technology as a solution to adult illiteracy. Brief summaries are provided of the content of the symposia, workshops, and presentations. Representative topics include the social and economic importance of literacy in the workplace, literacy strategies in the military, teaching the teacher to use technology, using hypermedia in adult literacy programs, teaching reading with a computer, using telecommunications to provide literacy training, combining literacy and employment training for women, creative uses of computers with adult literacy students, interactive video disc and workplace literacy training, using readability-calculations. @BIBLIO = Baar-Kessler, M. (1984, May). An analysis of the concepts of "literacy" and investigation of the role of the Fortune 500 companies in literacy training. Master thesis, Rutgers, The State University of New Jersey. (ERIC Document Reproduction No. ED 246390)

A study was conducted to obtain information about the involvement of the private sector in creating literacy programs for employees. Specifically, it examined the extent to which selected Fortune 500 companies were involved in literacy training and the extent to which materials and methods used were relevant to specific job tasks. An analysis of data gathered from the 57 respondents indicated that almost one-quarter of them offered some type of literacy course for their employees. The programs offered seemed to be developmental--geared toward skills improvement and making workers more efficient--rather than remedial--geared toward reteaching skills that should have been learned in school. Several companies offered speed reading programs. Most programs, however, were in the area of writing. One-third of the respondents expressed the feeling that the schools had not adequately prepared their employees for job literacy demands. Overall, the results indicated that there is a small amount of activity in the area of company sponsored literacy training, and little likelihood that this activity will increase in the near future. (The questionnaire used in the survey is appended [in the original document].) (FL)

Bear, D. R. and others. (1987, June). Project TACL: A team approach to community literacy. Literacy needs assessment. Reno: Nevada Univ. College of Education. (ERIC Document Reproduction No. ED 291057)

Noting that adult illiteracy is a problem in Nevada, this report assesses adult literacy programs and needs for the State of Nevada by examining the issues and surveying state funded and volunteer literacy programs as well as all public school districts. An executive summary presents (1) the extent of the illiteracy problem; (2) ramifications of the problem as it affects employers and employees; (3) the effectiveness of existing volunteer programs and existing programs; and (4) long- and short-range goals for Nevada's literacy program. The first section gives perspective on the difficulty Nevada should expect in estimating and serving adult illiterates. The second section provides illiteracy estimates for Nevada county by county. The third and fourth sections address the charge to study existing programs with a national perspective provided, followed by the survey results. The fourth section summarizes what is known about the relationship between economic and employer needs and literacy. The report closes with a series of specific recommendations, some related to action and some to broad concepts. Three pages of references and five appendices, which include population parameters, sample survey questionnaires, and recommendations, are attached [in the original document]. (NH)

Berney, K. (1988, October). Can your workers read? Nation's Business, 26-28, 30, 32, 34.

Highlights serious problems that educational deficiencies of the current labor force are posing for businesses and the economy. It identifies companies that are addressing concerns. It outlines a procedure for companies to rectify the present situation in workplace literacy.

Bryant, I. (1983, November). Some aspects of educational needs of long- term unemployed adults. Programmed Learning and Educational Technology, 20 (4), 213-23. ERIC Document Reproduction No. EJ 295493)

Describes a study of long-term unemployed adults in central Scotland who were informally interviewed to allow for more complete exploration of circumstances which prevented them from obtaining educational assistance. The difficulties of ascertaining their educational needs and the implications for adult education delivery systems are discussed. (Author/MBR)

Business Council for Effective Literacy. (1987, April 4-5). Colleges and Literacy. BCEL Newsletter for the Business Community, 11, p. 1. (ERIC Document Reproduction No. ED 300543)

The role of higher education institutions may be changing as the public becomes increasingly disquieted by the enormity of the adult illiteracy problem. Recognizing the need to help growing numbers of semiliterate freshmen catch up, colleges and universities have set up centers to provide basic skills programs, counseling, and other services. Community colleges are veterans in serving out-of-school adults who are not necessarily college bound. They are the second largest provider of basic skills instruction in the nation, outranked only by the federal Adult Basic Education programs operated through the public schools. Experts predict that during the next decade or so responsibility for adult basic education (ABE) will shift predominantly to community colleges. Providing literacy instruction for adults is totally consonant with the mission of community colleges--to expand educational opportunity. Some colleges and universities are being drawn into basic skills provision through the federal College Work-Study Program, a component of which trains students to work as tutors in community literacy programs. Increased attention to adult literacy in higher education is also evident from basic and applied research activities developing on numerous college campuses around the country. A study has also recommended that higher education focus its efforts on teacher training to prevent illiteracy. (YLB)

Business Council for Effective Literacy (1987, January 4-6). Literacy in a new language. BCEL Newsletter for the Business Community, 1 (10), 1. (ERIC Document Reproduction No. ED 300542)

Immigration and the role of English are issues very much on the minds of Americans. "English-only" laws in California and elsewhere have ironically not included provisions for funding English-language instruction. Nationwide, the demand for classes far exceeds the supply. A survey shows that 37 percent of illiterate adults do not speak English at home and that up to 86 percent of non- English speakers who are illiterate in English are also illiterate in their native languages. Furthermore, the limited English speaking segment of the population is growing in size and in importance. Up to one-third of those added to the ranks of limited-English speakers every year are not new immigrants, but the products of U.S. schools. Usually, literacy is thought of as the reading and writing skills required by persons who already speak English; indeed, many English speakers use the spoken language alone to "get by." English-as-a-Second- Language (ESL) experts consider the development of listening and speaking skills a prerequisite for learning to read and write for limited English speakers who do not know how to listen to, comprehend, and utter the spoken language. Major funding and service paths include the Adult Basic Education Program, Refugee Assistance Agencies, the Department of State, vocational education programs, voluntary organizations and libraries, community-based organizations, migrant programs, and business and industry. Given the scale of the problem, the major funding responsibility must reside in the public sector. (YLB)

Carnevale, A. & Johnson, J. (1989). Training America: Strategies for a nation. Alexandria, VA.: American Society for Training and Development.

Report on a joint project completed by the National Center on Education and the Economy and the American Society for Training and Development. The report analyzes, in depth, the job training programs offered by schools, vocational and technical institutes, colleges, the military, apprenticeship programs, employers, public agencies, and others. The report contains 28 recommendations for reshaping the current national delivery system that will help to make the changes needed for workplace literacy needs to be met.

Coles, G. & Coppel, L. (1982). Literacy, CETA, and unemployment: coming up empty. Urban Education, 17 (2), 199- 212, (ERIC Document Reproduction No. EJ 266629)

Analyzes low literacy levels among Comprehensive Employment and Training Act (CETA) applicants in New Brunswick, New Jersey. Discusses how cutbacks in CETA funding will adversely affect to decrease illiteracy among unemployed, low-income, urban adults. (GC)

Collaborative partnerships in Maryland to reduce adult illiteracy. (1987). Washington, D.C.: National Inst. for Work and Learning. (ERIC Document Reproduction No. ED 290958)

A study examined existing collaborative activities between private or public employers and Adult Basic Education (ABE), General Educational Development (GED), and English as a second language (ESL) programs in Maryland's 24 local education agencies. Information was gathered directly from 16 ABE administrators (including 4 community college administrators and 1 prison education coordinator), 5 community-based organizations and literacy networks, and 9 employers. The information gathered indicated that collaborative partnerships can be beneficial to public and private sector organizations alike. One apparent major impediment to the expansion of current partnerships is that employers are often unaware of literacy education needs in their current work force and among individuals likely to become future members of their work force. The fact that ABE programs often lack the staff and financial resources needed to disseminate information about the availability and benefits of adult literacy and specialized training courses imposes a further obstacle to the expansion of partnerships. These obstacles can be overcome by (1) establishing a broadly based advisory committee, (2) developing employer interest in literacy, (3) expanding initial contacts with employers, (4) encouraging employer involvement through internal and external activities, and (5) doing more in the way of assessing the results of collaboration. (Appendixes include summaries of major pieces of federal legislation supporting adult literacy programs, the survey instrument, the study contract, a contract, a brochure on adult literacy programs in Maryland,

and the names and addresses of employers and organizations involved in adult literacy education.) (MN)

Conklin, N. F. & Reder, S. (1985, November). Changing channels: A guide to functional literacy for the automated workplace. Portland, Oregon: Northwest Regional Educational Lab. (ERIC Document Reproduction No. ED 264395)

For annotation see Resources for Workplace Literacy

Duggan, P. (1985). Literacy at work. Developing adult basic skills for employment. Education-economic development Series 2. Washington, D.C.: Center for Regional Policy. (ERIC Document Reproduction No. ED 289985)

This volume is part of a series that is designed to promote stronger ties between the educational resources in the Northeast and Midwest and the economic development process. The discussion identifies steps that business, education communities, and public policymakers can take to define literacy standards and raise basic competency levels in reading, writing, and mathematics. It argues that programs to improve literacy can also increase employment and productivity in the economy. The first chapter looks at the dimensions of the literacy problem in the United States, including the particular case of dislocated workers. Chapter 2 describes some responses of employers to illiteracy. Recommendations are made for actions by company officials. Chapter 3 groups actions that schools and public agencies can take in two categories: improve the assessment capacity and increase the flexibility of educational institutions. Recommendations are listed. Chapter 4 discusses state and federal responses to the problem. A bibliography is appended [to the original document]. (YLB)

Fields, E. L. (1986, September). Industry-based programs: A growing source for adult literacy development. Lifelong Learning, 10(1), 7-9. (ERIC Document Reproduction No. EJ 339686)

A project reviewed and classified adult literacy skills needed in industry and described nine industry-based literacy programs. The topology of such programs (direct/indirect; individual/group) provides a framework for analyzing industry perceptions of literacy needs. (SK)

Goldberg, L. & others. (1985, July 1). Literacy, employment and the California economy: A study and recommendations for policy and program for the California literacy campaign. Oakland, CA: Goldberg (Lenny) and Associates. (ERIC Document Reproduction No. ED 263918)

This examination of the relationship between illiteracy and the labor market in California describes in general terms the effects of widespread illiteracy on employers, the unemployed, employees, and the California economy. It discusses current programs which address the lack of basic literacy skills in the labor market, and identifies some of the elements that contribute to successful programs. Finally, the report contains a number of policy and program suggestions directed particularly toward the state library policy and local public library literacy programs, focusing on how their current efforts can relate more strongly to employment and the labor market. Completed in a 2-month period, the study gathered and organized currently available information in order to define the range of the problem; to assess services which were currently offered, extensive telephone interviews were conducted. Major sections of the paper comprise: (1) Defining the Illiteracy Problem as It Relates to Employment; (2) Current Literacy Delivery System as It Relates to Employment and Job Training; and (3) Suggested Policies and Strategies for Literacy and Employment, with Particular Focus on the Public Library Program. (THC)

Governor's Cabinet Council on Human Investment, Adult Literacy Task Force. (1988, March). Countdown 2000: Michigan's action plan for a competitive workplace. Lansing, Mich.: Michigan Governor's Office. (ERIC Document Reproduction No. ED 299453)

Although Michigan has one of the best trained work forces in the nation, the skill gap between what the marketplace needs and what its workers can offer is continuing to widen. Michigan must develop an adult training and education system that is customer driven and customer sensitive, emphasizes shared responsibility of stakeholders, empowers individuals to invest in themselves, is user-friendly, and is accountable. The following actions are thus needed: (1) adopt a new work-readiness goal and work force literacy definition to drive all adult training and education programs; (2) establish a professionally staffed public/private policy board to oversee the new training system; (4) develop a standard skills assessment tool to use with program participants; (5) foster joint investments and encourage individuals and the public and private sectors to form training partnerships; (6) create a human resources research and development institute to evaluate labor force needs and schools' responses to them; (7) provide formal training and technical assistance to training providers; and (8) initiate a public information/marketing campaign to promote the new system. The four chapters of this report address, respectively, the skill gap, the skills challenge, the skill- building system, and the skill-building strategy. Appendices provide interview findings, summary of state training and educational programs, examples of joint investments, and a bibliography. (MN)

Hays, R. R. (1986). Relationships between literacy level and job-related reading self concept (employment status, income level, age, and gender). Dissertation Abstracts International, 47, 11A, 4038. (Publication No. AAC 8703640)

This study investigated relationships between literacy level and global self concept, employment status, income level, age and gender among students enrolled at a vocational technical college. The contribution of a subset of job-related reading self concepts to the multiple correlation was also examined.

Method. The study sample consisted of 100 students in related education courses at Indiana Vocational Technical College, Region VI, Muncie, Indiana. Subjects responded to three instruments and a demographic questionnaire. The Literacy Assessment Battery (Sticht, 1982) provided literacy levels, the Tennessee Self Concept Scale (Fitts, 1964) yielded global self concept, and the Hays Job-Related Reading Survey (Hays, 1986) indicated job- related reading self concepts.

Piloting of Hays Job-Related Reading Survey. Reliability and construct validity were sought using responses from a sample (N = 200) closely comparable to one selected for the study. An analysis revealed four interpretable factors: (a) Positive Employee Self, (b) Perceived Limitations of Self, (c) Perceived Importance of Further Occupational Literacy, and (d) Perceived Value of Company Notices. Further analysis yielded coefficient alpha reliabilities of r = .69 to r = .86.

Results. Significant relationships were found between literacy level and the following: (a) Global Self Concept (r = .20, p , .4); (b) Global Self Concept when combined with Perceived Limitations of Self, a factor from the Hays Job-Related Reading Survey (r = .56, p , .000+).

Conclusions. Both Global Self Concept and Perceived Limitations of Self were significantly related to Literacy, both singly and in combination. The "best" (most efficient) predictor of Literacy Level could be gained by Perceived Limitations of Self alone.

Recommendations. Additional research with adults is needed to confirm the findings and expand established research at younger ages. Educational suggestions focus on strengthening self concepts and occupational literacy of adult pursuing vocational training. Business should foster occupational literacy self concepts and employer-employee relationships in the workplace. Economic implications involved public and private sector support for long-term occupational literacy and job-related reading self concept programs which may yield more effective, productive employees.

Hegwer, M. L. (1987). Reading related problems of illiterate adults (dyslexia). Dissertation Abstracts International, 48, 09A, 2296. (Publication No. AAC 8727811)

An individual's reading problem affects a great deal of her/his life activities. This study focused on four areas: general characteristics of illiterate individuals, perceptions of family and social concerns, perceptions of issues related to employment, and perceptions of issues related to daily activities in the home and community. In each of those four general areas, the study considered relationships between illiteracy and the individual's perception of her/his performance in that area. Also within each area, the compensatory behaviors for dealing with perceived problems were investigated. Potential interviewees were referred to the investigator by personnel from community college programs, established community adult programs, and personal contact. Individuals who were eventually given the entire interview scored at or below a sixth grade equivalency (GE) on an oral reading measure and were at least 25 years of age, English speaking, of normal intelligence, and otherwise nondisabled. Fifty-nine interviews were conducted over a period of nine months. The interview schedule included both open-ended and forced-choice with and without contingency questions. The review of literature indicated many characteristics attributed to illiterate adults. Some of these characteristics included low socioeconomic status (Sharon, 1973-74), little formal education (Farrell, 1977), little interest in reading or literacy (Adult Illiteracy, 1979; Kozol, 1980), superstitions, extremity in dress, tendency to follow unusual religious leaders (Freeman & Kassebaum 1956), and less participation in social activities (McDevitt, Smith, Schmidt, & Rosen, 1978).

While it is true that the population, sampling techniques, and research methods of the present study may differ from those of cited studies and reports, qualitative analysis does not give support to those previously cited conclusions. Also, no statistically significant relationships were found among those explored: perception of the problem by gender, age, employment status, or reading level; friends' knowledge of the problem by gender of the illiterate adult; employment status by attempts at hiding illiteracy, or reading level; and community participation by reading level.

Hovey, S. (1982, November). Functional illiteracy. Columbia, MO.: Freedom of Information Center. (ERIC Document Reproduction No. ED 224030)

Statistics indicating that the problem of illiteracy is lessening mask a greater problem--that of functional illiteracy. Functional illiterates may have some reading and writing skills but are not able to apply them as functioning members of society. A 1975 study using the most sophisticated instrument that had ever been used to determine illiteracy in the United States adult population indicated that 16% of white, 44% of black, and 56% of Spanish-speaking adults in the United States were unable to write a check, address an envelope, or calculate the amount of change they should receive from a purchase with a 20-dollar bill. Parents and students blame the educational system for this failure while educators blame the students themselves. Researchers contend that children are watching too much television and not reading enough. The cost of functional illiteracy to the national economy in decreased productivity and in social welfare expense is estimated at six billion dollars a year, but it is difficult to determine how many aspects of economic life are linked, directly or indirectly, to functional illiteracy. A number of federal and state funded programs such as Title I and Right to Read have been initiated along with basic adult education and literacy training by employers. In addition, private organizations are working to stem the tide of functional illiteracy in the United States. (HTH)

Hudson Institute. (1987, June). Workforce 2000: Work and workers for the 21st century. Indianapolis, IN.: Hudson Institute, Inc.

This booklet provides a number of scenarios for the future related to changing demographics and the impact that is projected on our workforce. It identifies challenges that these changes will have globally, economically, socially, and even politically. An excellent source for statistical references.

Hull, W. L. S. & Sechler, J. A. (1987). Adult literacy: Skills for the American workforce. (Research and Development Series No. 2658). Columbus, Ohio State Univ. National Center for Research in Vocational Education. (ERIC Document Reproduction No. ED 284980)

A study examined the nature and extent of adult literacy needs in the American labor force. Data for the study were collected from a review of the literature, site visits to nine industry-based training programs, and consultation with a technical panel of experts. Input from company managers, instructors, and trainers familiar with the manufacturing sector indicated that higher-level skills are needed in today's work force than were needed five years ago. As more companies convert to more complex equipment, employee skills must be upgraded. Basic literacy skills were generally seen as prerequisites to the acquisition of more technical knowledge. Basic reading, writing, computation, listening, and thinking skills were seen as necessary prerequisites for successful job entry. Many of these same skills were also deemed necessary to job advancement in the manufacturing sector, and even more analytical (including reasoning and problem solving) and communication skills were consid-

ered necessary for advancement than were felt necessary for job entry. Pretechnical skills, such as knowledge of algebra and selected writing abilities, were also suggested as literacy needs by respondents from some high-technology companies. Vocational educators are in a position to help industrial trainers design and implement occupationally relevant literacy training in which higher order literacy skills are taught in a systematic manner. (Appendices include a generic list of basic skills required for entry into vocational training, the Center for Public Resources basic skills survey list, and descriptions of the six General Educational Development GED levels.) (MN)

Imel, S. (1988). Computer-assisted instruction in adult literacy education. Practical application brief. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. ED 296184)

For annotation see Resources for Workplace Literacy

Imel, S. (1988). Workplace literacy programs (ERIC Digest No. 76). Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. ED 292974) For annotation see Resources for Workplace Literacy

Jurmo, P. et al. (1989, Jan.). Four by four: how can businesses fight workplace literacy? Training and Development Journal, 43, 18-25. (ERIC Reproduction Service No. EJ 381471)

New technology and management styles are increasing the level of basic skills required of workers. In a world of global competition and technological change, basic skills education is a survival issue for businesses. (JOW)

Kirsch, I. S. & Guthrie, J. T. (1984, Summmer). Adult reading practices for work and leisure. Adult Education Quarterly, 34, (4). 213-32. (ERIC Document Reproduction No. EJ 300946)

Apparent reading deficiencies among entering workers, combined with increasing demands for highly skilled workers, have led business and industry to increase their training and education efforts. One aspect

of this effort requires understanding the reading demands people in various occupations are likely to encounter. This study examines the reading practices of 99 adults across various occupational categories. (Author/SSH)

Kolenbrander, R. W. (1986). Adult illiteracy. The Reagan administration and the corporate response: A policy study. Dissertation Abstracts International, 47, 11A, 3944. (Publication No. AAC 8705840)

This study examined the Reagan Administration's policy toward adult illiteracy. Specifically it examined the components of the policy with the intent of ascertaining the role that the private sector has played in assisting adult illiterates.

The methodology used was a combination of interviews and document analysis. Policymakers from the Department of Education, Congressional aides responsible for adult literacy policy and persons within professional groups concerned with adult literacy policy were interviewed. Numerous documents concerning Congressional action on adult literacy policy from the Department of Education were analyzed.

This study found the Reagan Administration's policy toward adult illiteracy was consistent with its policy toward education and its domestic policy in general. The Administration has established an Adult Literacy Initiative within the Department of Education. The components of this Initiative include a public awareness campaign, an effort to encourage the private sector and volunteers to become involved in tutoring adult illiterates, establishing a networking system for the providers of services to the adult illiterates and encouraging state and local governments to do more for adults who are illiterate. The Reagan Administration's policy toward adult illiterates demonstrates its philosophy of reducing the Federal role in domestic affairs, encouraging the private sector to take on greater responsibility while the Federal Government serves the role of providing encouragement to the private sector.

The study provided some suggested policy options within the scope of the policy preferences of the Reagan Administration. It noted the complexity of developing a policy toward adult illiteracy in view of the multifaceted causes of adult illiteracy. Finally, it outlined what a future Administration might consider while recognizing the historic role of state and local government in education.

Lauterborn, R. F. (1988). April 27-May 1). Reading: Why industry cares and what one company is doing about it. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA. (ERIC Document Reproduction No. ED 205910)

For annotation see Model Programs In Workplace Literacy

Lee. C. (1988). Basic training in the corporate school house. Training, 25, (4), 27-30, 32, 33-36. (ERIC Document Reproduction No. EJ 368394)

Discusses the gap between the basic skills of many workers and the more complex skills required by many jobs. Points out that many employees offer basic skills training because they cannot find qualified entry-level workers and find glaring deficiencies in their existing workers. (JOW)

Lisack, J.P. & Shell, K. S. (1988, November). Critical changes ahead: Demographic, technological, socioeconomic with emphasis on multi-culturalism in the workplace--opportunities and challenges (Manpower Report 88-8). A presentation for the Purdue University Supervisory Development Program, Division Specific Series. Purdue Univ., Lafayette, Ind.: Office of Manpower Studies. (ERIC Document Reproduction No. ED 301663)

This report is an overview of the changes occurring in society and the workplace today, with a prediction of how those changes will affect employment in the future in the United States and especially in Indiana. The report is organized in five sections. The first section summarizes the demographic, economic, and social changes that are presently occurring, and the second section focuses on managing the diversity that these changes have brought to the workplace. In the third section, the emphasis is on demographics and education, with discussion of school populations at each level, higher education attendance, the education of blacks, and census data on the effects of higher education. Much of the data is specific to Indiana, although the trends are projected nationwide. The fourth section discusses jobs and qualifications, outlining the problem of mismatch between young workers' skills and the demands of employers. Note is taken of the need for more academic education, especially in science and mathematics. The final section projects the changes and trends discussed in the first four sections into the future, addressing the changing labor force and literacy levels, employment policies, and predictions about the work force of the year 2000. Tables, charts, and illustrations are included. (KC)

Mark, J. L. (1984, March 22). Adult education: The fight against illiteracy. Based on a workshop conducted at Newspaper in Education Conference of the American Newspaper Publishers Association Foundation. (ERIC Document Reproduction No. ED 259088)

Literacy and illiteracy are cultural; the need to read, to write, and to compute comes from values placed on these functions by the cultural or social group in which one lives. They are also intergenerational. This intergenerational factor should be turned around so that parents transmit literacy to children. Illiteracy is also costly to society because of welfare and unemployment costs and low productivity of a population with low functional competence. The Adult Literacy Initiative launched by the President in 1983 calls on the nation to support eight major initiatives in adult literacy - a national awareness campaign, the National Adult Literacy Project, governorm - established adult literacy councils, assignment of Work-Study Program college students to adult tutoring, volunteer tutors, a national network of services to persons with disabilities, a Federal Employee Literacy Training Program, and private public sector, community- based providers, business and industry, prison system, and the military. Anyone can get involved in local school library programs and local literacy councils, contact volunteer programs, or get data on needs and recruit tutors to meet them. (YLB)

Martin, L. G. (1987). Youthful high school noncompleters: Enhancing opportunities for employment and education. (Information series N. 316.). Columbus: Ohio State Univ. National Center for Research in Vocational Education. (ERIC Document Reproduction No. ED 284064)

High school noncompletion is a complex problem that requires complex solutions that schools are often inhibited from implementing quickly. Alternative educational services are often necessary for students who are able to complete high school but who find school an unrewarding place in which to learn. A loose network of public and private programs has evolved that are intended to provide non-completers with opportunities to make a successful school-to-work transition. These include employment and training, adult literacy, and alternative high school programs. Research findings indicate that successful programs share the following characteristics: longer-term efforts as opposed to short-term, intensive preemployment counseling, a combination of training and academic assistance, emphasis on basic academic skills, self-paced or staff-intensive training, and collaborative relationships with other agencies and programs. Examples of successful intervention programs include Youth Chance in San Francisco, the Adult Education Dropout Project of Kansas City, and the Career Intern Program (an alternative high school program) that was originally established in Philadelphia. Employment and educational opportunities for dropouts could be enhanced by guaranteeing continuous funding as long as programs demonstrate success, creating a point system for increased financial rewards for programs with successful recruitment and retention records, and encouraging programs to develop linkages with community-based organizations. (MN)

Mikulecky, L. (1988). Literacy for the workplace. Bloomington, Ind.: Indiana University. (ERIC Document Reproduction No. ED 294164)

Focusing on the past decade's research, this literature review concentrates on what is known about literacy demands in the workplace and the abilities of various segments of the adult and adolescent population to meet them. The review argues that since a majority of adult reading is performed upon workplace related material, understanding the nature, difficulty, and prevalence of these functional reading tasks is critical for an understanding of the reading demands encountered by adults and their abilities to meet such demands. The review suggests that the quality and complexity of literacy demands appear to be increasing in most sectors of the workplace and that research has revealed that reading, writing, and computation in the workplace is ubiquitous and at a relatively high level.

The review then discusses several studies that show that vocational training literacy demands are even higher than the workplace literacy demands. Citing figures that show generally that literacy skills demands have been increasing, the review examines several basic skills programs that apply a functional literacy approach to teaching, both in the military and in the public/private sector. The review concludes that (1) it is possible to make fairly rapid gains in the ability to comprehend technical material if training is focused on that material and (2) in the private sector, successful technical and basic skills training programs are beginning to emerge in the vacuum left unfilled by traditional schooling. Thirty-nine references are appended. (MS)

Mikulecky, L. & Diehl, W. (1979, June). An examination of work related literacy and reading attitudes. Paper presented at the Functional Literacy Conference, Bloomington, IN. (ERIC Document Reproduction No. ED 178902)

After reiterating the findings of an earlier examination of job literacy, this paper discusses the results of a job literacy survey involving interviews with 107 individuals representing 100 occupations ranging from short-order cooks and assembly-line workers to lawyers and corporation vice-presidents. Other aspects of the research findings presented include an examination of the general nature of on-the-job literacy tasks, the difficulty of job materials, the relationship between that difficulty and an individual's reading ability, the relationship between literacy and job success, and the characteristics of competent and noncompetent readers. The paper also points out problems inherent in research that attempts to define a national, generalized, functional literacy. (AEA)

Miller, J. V. & Imel, S. (1987), Jan.). Some current issues in adult, career, and vocational education. Columbus, Ohio: ERIC Clearing house on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. ED 281899)

Four representative issues affecting the fields of adult, career, and vocational education are examined. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basics? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can articulated sec-

ondary- postsecondary programs support high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adult Americans? Effective and innovative programs that are currently addressing those questions are discussed. These issues are representative of various educational requirements levels and grow out of the following three major trends: (1) a changing workplace and its effects on occupational and educational requirements; (2) the growing concern for reaching disconnected youth and adults; and (3) the current emphasis on educational excellence. This report attempts to clarify the context surrounding each of the four issues, to describe emerging and strengthen research, development, dissemination, and implementation References are included. (PS)

Monteith, M. K. (1980, February) ERIC/RCS: How well does the average American read? Some facts, figures, and opinions. Journal of Reading, 23, (5), 460-64. (ERIC Document Reproduction Number)

Reviews research on the average reading level in the United States, on how well the average American needs to read. and on what the average American can and does read. (MKM)

National Governor's Association. (1987). Making America work. Productive people, productive policies. Washington, D.C. (ERIC Document Reproduction No. ED 293978)

This document deals with the problem of adult illiteracy in America and methods of addressing the problem. The first section contains reports on two gatherings held to address the illiteracy problem; a roundtable discussion by members of the National Governor's Association's Task Force on Adult Literacy of the state role in addressing adult literacy (held on February 2, 1987, in Kansas City, Missouri) and a literacy summit devoted to ways of building partnerships for a literate America (held in St. Louis, Missouri, on March 9, 1987). Part 2 describes the various federal program resources. The provisions of the Adult Education Act are outlined as are those of other legislation authorizing and/or funding family-centered, community-oriented, employment- based, and language-related literacy efforts. In Part 3, information (including the name and address of a contact person) is provided on 23 literacy resources. Included

among them are voluntary agencies, private initiatives, corporations, councils, foundations, networks, and professional associations. (MN)

Nickerson, R. S. (1985, Summer). Adult literacy and technology. Visible Language, 19, (3), 311-55. (ERIC Document Reproduction No. EJ 3265567)

Presents an overview of the problem of adult illiteracy and discusses what it means to be literate. Offers considerations pertaining to the teaching of literacy and of how technology might be used to facilitate this teaching. Concludes with recommendations about how to exploit the possibilities of technology in literacy education. (FL)

Not working: Unskilled youth and displaced adults. A look at the demographic, technological, and educational causes of youth and adult unemployment and at some program responses of the Ford Foundation. A working paper. (1983, Aug.). New York, N.Y.: Ford Foundation. (ERIC Document Reproduction No. ED236332)

While minority youth and adults have traditionally experienced high rates of unemployment, recent demographic, educational, and technological changes have all combined to cause a sharp increase in the numbers of unemployed and displaced minority group workers. A review of past employment and training programs such as the Comprehensive Employment and Training Act (CETA) reveals that they suffer from a variety of shortcomings, including a lack of effective transitional mechanisms for moving into unsubsidized jobs, a scarcity of successful models for upgrading employees to better positions, poor system coordination and ineffective program design and a failure to involve private industry adequately in the design and operation of employment and training programs. Currently, the Ford Foundation is helping to address the employment-related problems of minority youth by performing the following activities: developing the basic literacy skills of dropouts and other high-risk youth; promoting public and private partnerships to address the training needs of high-risk and dropout youth; supporting research and policy studies involving youth, education, labor markets, and alternative forms of employment; and clarifying and testing ways in which displaced workers can adapt to the structural transformation of the labor market. (MN)

O'Donnell, H. (1985, October). ERIC/RCS: Striving for functional literacy in the job market. Journal of Reading, 29 (1), 74-76. (ERIC Document Reproduction No. EJ 322081)

Describes characteristic literacy problems of the U.S. work-force and reports on industry's efforts to close the gap between the skills brought to the job and those required on the job. (HOD)

Packer, A. H. (1988, December). Retooling the American work-force: The role of technology in improving adult literacy during the 1990's. Background paper prepared for project on adult literacy. Ct.: Southport Inst. For Policy Analysis, Inc. (ERIC Document Reproduction Service No. ED 302681)

An estimated 25 million American workers will need to upgrade their skills during the 1990's if the U.S. economy is to stay competitive. The contribution of computers and electronic technology to productivity in education still remains to be proved. In the 1990's, technology for adult basic skills training will mean interactivity, multimedia, and sufficient record keeping so as to improve instructional methodology. Without appropriate courseware to provide specified upgrading of skills, electronic technology is useless. When selecting educational technology to use in workplace literacy programs, directors must consider the size and expected life of the program, the leadership strategy adopted, and the resultant per-unit cost of instruction. Workplace literacy programs should be designed around a flexible technology-based system that would allow course materials to be "transportable" across different hardware systems and that would give providers the flexibility to invest in technology and use it to serve clients from different programs in the same class. It has been projected that a total investment of about $3.5 billion could serve 25 million workplace learners over the next decade. (An appendix discusses how much technology can cost while still resulting in cost savings for a course.) (MN)

Schulze, B. (1988). Job literacy demands and strategies of managers/professionals in a state health agency. Dissertation Abstract International, 49, 06A, 1348.

Recent research suggests that literacy should be studied in the context in which it is practiced. The employment situation presents a significant task of adulthood that calls for the use of a group of managerial/professional level staff in a state government health agency.

An exploratory field study was conducted. Twelve managerial/professional level staff participated in the study. Interviews, observations, and documents provided the data sources. Materials were examined for content, type, purpose and channel of communication.

The findings suggest certain trends. Reading and writing tasks were universal among study participants. Job reading demands were characterized by brevity and a memorandum format. Job reading demands were both organizational and programmatic.

Job writing demands were varied and used for internal communication and documentation as frequently as for completing specific programs tasks. The frequent extent of informal writing was documented by the data.

Strategies used to meet job literacy demands were prioritizing and approaching the task using one of the following six approaches: read closely; skim; do not read; write formally; write informally; or do not respond in writing. Strategies were influenced by material content, importance, and difficulty.

Differences in the literacy demands and practices of upper-level and lower-level managerial/professional participants were noted. Upper-level managers/professionals experienced different demands in terms of material types, contents, channels of communication, and purposes. These differences were related, in part, to administrative functions of their positions. In this particular study cohort, lower-level managers/professionals more frequently encountered program-specific literacy demands.

The organizational context was found to affect literacy demands and practices. The mission of the organization, the organizational structure, and physical environment were aspects of context that were examined.

Small Business Administration. (1988, October 3-4). Workplace literacy: Targeting the future. A Report on the National Conference on Workplace Literacy. Washington, D.C.: Small Business Administration. (ERIC Document Reproduction No. ED 300671)

This summary reports on the proceedings of a conference that was convened to focus attention on the implications of inadequate literacy levels among present and future employees of small businesses and to share successful approaches to the task of helping these employees develop the literacy skills required to meet ever- changing job requirements. The summary begins with the conference agenda and a fact sheet on small business in the year 2000. Next, the conference proceedings are summarized. The next section discusses small business and training in the year 2000, with particular emphasis on the impact that projected demographic changes are likely to have on small business. The conference registrants, state adult literacy contacts, and U.S. Small Business Administration Regional Advocates are listed. The next section deals with employers and the legal aspects of literacy, and the final section outlines the major statutes containing workplace literacy and job training provisions. (MN)

Spencer, S. J. (1987). Occupational literacy as a variable construct in the mineral extraction/energy and service industries. (Dissertations Abstracts International, 49, 02A, 228. (Publication No. AAC 8802140)

This study of workplace literacy practices of 81 employers in the mineral extraction/energy and tourist-related industries in a southwestern Wyoming county utilized the Diel-Mikulechy Job Literacy Survey. The purpose of the study was to determine if Diehl's (1980) findings regarding occupational literacy would generalize to mineral extraction/energy and service occupations which were either under-represented or not represented in his Indiana study. The following research questions directed the investigation: (1) Are job literacy demands related to the level of occupational success? (2) Is job literacy competency related to job tenure, general reading, attitude, job readings interest, and attitude toward the job? (3) What types of reading strategies (reading-to-do, reading-to-learn, or reading-to- assess) are used by workers? (4) Do workers whose literacy skills fall below the reading demands of job materials compensate through job experience and use of alternative sources of information?

A literacy profile which included three components was developed. These components were attitudinal/behavioral dispositions, literacy demands of the job, and literacy competency of workers. Respondents were assigned Dictionary of Occupational (DOT) numbers which indicate occupational categories. Respondents were roughly divided into quartiles on the success factors of status, income, and responsibility. Comparisons on the variables of three components of the literacy survey were made among success levels.

The results of the study indicated that almost all workers report some reading and writing done in the workplace, with a mean work reading time for the sample of 91 minutes per day. Job literacy demands were found to be related to the level of occupational success but generally only those workers in the lowest quartile of success factors had significantly lower literacy demands. Job reading competency correlated with general reading competency.

Tenopyr, M. L. (1984, Jan.). Realities of adult literacy in work settings. Paper presented at National Adult Literacy Conference. Washington, D.C. (ERIC Document Reproduction No. ED240290)

While the need for improved literacy in the work force is generally accepted, questions still remain as to what levels of literacy are required for different jobs and who will provide the necessary adult literacy training. To answer these questions, researchers must develop a database of information about literacy needs and deficiencies. Developing such as database, however, is not easily accomplished. Upon discovering that employee performance in one area is unacceptable, employers can take any one of a number of actions that would change the nature of the job in question. In addition, literacy requirements change over time as organizations themselves change. Job analysis and validation are two possible means of assessing the literacy requirements of work. Each method has advantages and disadvantages that must be considered carefully when using them in a large-scale research project. Informal surveys of employers throughout the country indicate that the burden to improve employee quality rests mainly with the educational system. While employers are concerned about the literacy levels of their workers, many doubt whether literacy training by employers is effective. An examination of the remedial training policies of companies such as American Telegraph and Telephone suggests that, for a variety of reasons, employers are generally quite conservative about providing literacy training. (MN)

Thompson, M. E. (1986, October 24). What happens to people who cannot read? The problem of illiteracy. Paper presented at Annual Conference of the North Central Reading Association, South Bend, In. (ERIC Document Reproduction No. ED 274956)

Significant research studies, bibliographies, and selected scholarly papers that have analyzed numerous aspects of illiteracy are examined in this paper. A definition, characteristics, and the plight of illiterates are discussed. The following selected research studies are then reviewed and a brief analysis of each is given: (1) "The Acquisition of Literacy by Children and Adults" (T. G. Sticht); (2) "Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers" (N. Boraks and S. Schumacher); (3) "Outlook for the 80's: Adult Literacy" (L. Y, Mercier); (4) "Adult Literacy: An Annotated Bibliography" (F.E. Kazemek and P. Rigg); and (5) "Adult Literacy Education: Current and Future Directions" (A. Fingeret). In addition, "Adult Illiteracy in the United States: A Report to the Ford Foundation" by C. S. Hunter and D. Harman, and M. Berube's "Children of the Revolution: A Yankee Teacher in Cuban Schools" are discussed. Concluding remarks focus on the implications of these scholarly studies, pointing out that with the wealth of knowledge regarding the behavior and characteristics of illiterates, the United States and its educational system are in a position to do more for the illiterate population than has been done in the past. (JD)

Workplace education. (1987). Boston: Massachusetts State Executive Office of Economic Affairs. (ERIC Document Reproduction No. ED 284072)

The Workplace Education Initiative was created in Massachusetts to provide workers with the opportunity to develop basic literacy skills, to increase employer and union awareness of the extent of functional illiteracy among workers as well as its cost, to develop a number of partnership models that link the acquisition of basic education skills with increased opportunities for workers, and to promote strong ties among the education, training, and employment sectors at local and state levels.

The initiative was developed in response to a growing recognition of the extent and impact of functional illiteracy in an increasingly complex workplace. With many plant closings, workers may be required to change jobs five or more time in a work life. In order to adapt to such frequent changes, workers need transferable skills. These skills are also needed in order for entry-level workers to advance. Lack of such skills result in lost productivity, poor product quality, and more accidents. Three partnership models were proposed to work toward solution of the illiteracy problem: (1) partnership models between a local business and local adult learning center or volunteer program to develop educational programs specific to the needs of the work force of that business; (2) partnership models between one or more local businesses, their unions, and a local adult learning center to develop educational programs specific to the needs of that work force; and (3) partnership models between a local union that represents workers from a number of different businesses and a local adult learning center to develop educational programs specific to the needs of that workforce. (Six programs were funded in 1986 and are summarized briefly in this paper.) (KC)

MODEL PROGRAMS IN WORKPLACE LITERACY

Acevedo, S. D. How to design and implement a successful job-site program. Orlando, FL.: Orange County Public Schools

Manual that identifies job-site ESOL (English-as-a-second- language) program components used in Orange County, Florida. Questionnaires, course evaluation forms, and sample curricula for a variety of settings are included. Extensive vocabulary lists were developed for a number of job sites.

Adams, P. & others. (1987, September 30). Basic skills competencies for career enhancement. (Procedural guide, curriculum, lesson plans, and marketing brochure for model on the site ABE classes in government and industry). (Final Report and Final Projects for ABE 310 Project No 40272).

This document describes a demonstration pilot project that brought Washington's North Seattle Community College (NSCC) instructors together with the staff training office of the City of Seattle. With a 310 grant, NSCC Adult Education Division offered a successful basic skills course on-site for City of Seattle employees. The procedural guide included in this document shows the steps NSCC adult education instructors took to identify and assess trainees' skill levels, to learn supervisory expectations of the training, to familiarize themselves with reading and writing tasks and materials the trainees have to use on the job, and to compile lists of competencies identified by supervisors and teachers. The guide also shows steps taken to recruit, market, test, and evaluate the program. The second part of this document is a competency-based program of instruction in basic skills that includes the syllabus, pretests and posttests, assignments, lesson plans, competencies, and job-related materials for the reading and writing and test-taking class at the City of Seattle. The final product included in this project is a marketing brochure that the Adult Education Division will use with other companies and agencies to promote in-house training in basic skills. (KC)

Adult Literacy and Technology. Guide to Recommended Literacy Software. (1987). Pittsburgh: Pennsylvania State University, University Park Inst. for Study of Adult Literacy. (ERIC Document Reproduction No. ED 298261)

This publication is an annotated guide to software for teaching adult literacy recommended by the Adult Basic Skills Technology (ABST) Project. The ABST Project was initiated in 1982 as the Region X Adult Education Software Project, an effort by the State Adult Basic Education Departments of Washington, Oregon, and Alaska to provide adult basic education sites with the technical expertise to use computer technology with their students. The featured programs include drill and practice, simulations, educational games, word processing programs, and tutorials. They serve a variety of computers and range from free to $1,000 or more in price. The featured software is listed alphabetically and by instructional category (English, reading, mathematics). The annotated remarks include title, publisher, cost, type of computer, subject area, use, descriptions, and the strengths and weaknesses of the individual programs. The guide also includes a resources section divided into four categories: technical information on computer use, listings of reviewed software, resources (including publishers' addresses), and a comment form. (KC)

Bulkeley, C. C. (1988, April). The value of literacy. New York. (ERIC Document Reproduction No. ED 295050)

Literacy is a commodity of measurable value to those who acquire it. This proposition is easy to accept if the many benefits of acquiring literacy are considered: better jobs, more productive use leisure time, greater self-sufficiency, increased ability to help one's children with schoolwork and hobbies. The Gannett Foundation first became involved with special literacy funding in 1985. Perhaps its most successful venture in literacy education has been The Literacy Challenge, a state-level competition in cooperation with the newspaper "USA Today." The foundation has also received proposals from about 150 local organizations in more than 80 communities. The foundation's philosophy in awarding grants has been that grants should contribute to action improving life for beneficiaries and that specific action should be defined at the level of responsibility for those actions and where benefits are to be received. The chief goal of adult literacy programs should be to see that more people learn how to read, write, and do arithmetic effectively and that more volunteers are involved in helping achieve that goal. Other tenets of the foundation are that literacy help should be provided in the neighborhood or at work, that adult learners themselves are one of the most important resources of a literacy program, and that most workplace literacy programs result in bottom-line benefits for employers. (MN)

Business Council for Effective Literacy. (1988, April 4). Approaching workplace literacy. BCEL Newsletter for the Business Community, 15, p. 1. (ERIC Document Reproduction No. ED 300546)

Profound changes in the structure of the workplace and in the nature of jobs now make reading, writing, and other communications skills vital to the performance of even entry- level jobs. However, massive numbers of present and future workers have only minimal or marginal proficiency in the basic skills. The problem will get worse as the labor pool continues to change--with members of minority groups. school dropouts, and refugees and immigrants making up an increasing portion of that pool. Some of the most significant new planning and thinking on work force literacy is occurring at the state level. One of the most wide-ranging and comprehensive plans developed to date is the Massachusetts Workforce Literacy Plan. Over three years, the plan proposes to expand the number of adults served from 45,000 to 100,000 annually and to link literacy to clearly defined job market needs. Illinois has been a model of comprehensive statewide literacy planning since 1984. It is now moving strongly into workplace literacy as a major component by launching a statewide public awareness and fundraising campaign for local programs. In New York, 11 projects are being funded under the new Workplace Literacy Program, with all of them being carried out under union sponsorship. Most projects involve collaboration among a range of organizational types. (Names and address of resource persons are provided.) (YLB)

Business Council for Effective Literacy. (1985, July). BCEL Newsletter for the Business Community, 4 (1), 4-5. (ERIC Document Reproduction No. ED 300537)

Given the large gap between the millions of adults in need of basic literacy skills and the shortage of teachers, tutors, and funds to serve them, computer-assisted instruction (CAI) has the potential to reduce the gap. The merits of CAI include its holding power, provision of a positive learning environment, opportunity to learn about computers, enhancement of teacher productivity, instructional effectiveness, and attrition reduction. Notable models embodying many of these elements are the ABLE (Adult Basic Literacy/Educational) program and the U.S. Navy's Wishwer-Duffy system. Information on the extent of CAI use points to great variation from one literacy-providing sector to another. Elements that impede the wider use of computers to teach adult basic skills include limited access to hardware, lack of good software, prevailing attitudes of educators who resist new techniques, lack of training for educators in the use of CAI, and lack of a central communications network to enable educators to gather information about computers in basic skills and for share experience. (YLB)

Business Council for Effective Literacy. (1986, October 4-5). Behind Bars. BCEL Newsletter for the Business Community, 1 (9), 4-5. (ERIC Document Reproduction No. ED 300541)

Although there may not be a direct causal relationship between illiteracy and crime, a look at the broader picture points to a significant connection. As many as 50 percent of adults in federal and state prisons cannot read or write at all. The majority of prisoners are poor. Blacks, comprising only 12 percent of the general population, make up nearly half of the prison population. Eventually, 95 percent of all those in prison return to society, and an estimated 70 percent will be back in prison within a year of release. Although many feel that basic skills training should be mandatory in correctional institutions, only the federal prison system requires it. Although academic and vocational programs exist in most state prisons, they have been unable to address more than a fraction of the need. States vary tremendously in the level of service provided, degree of participation in work and school activities, and provision of incentives and compensation, Major obstacles to correctional education are lack of money, inmate movement and turnover, lack of motivation, and insufficient recruitment and incentives. A national survey included in the National Institute of Corrections report identifies a number of exemplary prison programs. Local businesses and industry can participate through providing apprenticeships and volunteer tutors. (YLB)

Business Council for Effective Literacy. (1986, September). Developing an employee volunteer literacy program. BCEL Bulletin, 1. (ERIC Document Reproduction No. ED 278782)

This bulletin aims to provide guidance to business companies in developing an employee volunteer literacy program in which employees volunteer their time to assist in such aspects of community adult literacy campaigns as advocacy, public relations, fundraising, community leadership, and tutoring. A section of assessing local community needs discusses eight sources of assistance in locating information about local needs, and suggests specific questions in the company should explore, such as capacities in which volunteers are needed and can work in local programs, staff and physical resources needed, local approaches to volunteer management, and the experience of other companies involved in adult literacy programming in the community. Ten questions to consider in evaluating individual company resources are provided in the next section. The third section, which is intended to illustrate some successful program models, describes selected on-site projects sponsored by New York Life and McGraw- Hill, off-site projects (Grumman Corporation and Colonial Bank of Connecticut), and recruitment-only projects (Rohmand Hass, and Sperry Corporation). Discussed in a section on program design are day-to-day management, facility selection, ways of supporting volunteers, recruitment and referral, tutor training, training materials, student recruitment and diagnosis and assessment. The importance of strong, visible, and continued support from top management and interested and qualified staff to coordinate and monitor the program is stressed. A discussion of the benefits to a company to be derived from organizing an employee volunteer program concludes the guide. (MN)

Business Council for Effective Literacy. (1987, October 4-5). Unions: Bread, butter, and basic skills. BCEL Newsletter for the Business Community, 13, p. 1. (ERIC Document Reproduction No. ED 300544)

Unions are natural providers of basic skills instruction. They are in daily workplace contact with their membership, are trusted to work on members' behalf, and speak the language of the worker. Unions are trying to address the needs of illiterate workers through collective bargaining arrangements in which employers contribute a percentage of their payroll for the training and upgrading of their workers. Such programs may be jointly administered by unions and management, which may provide the instruction directly or contract it out. Unions may independently seek the services of the adult basic education programs. Other alternatives include partnerships between unions, employers, education providers, and states administrative agencies. A preeminent collective bargaining model is the United Auto Workers-Ford Motor Company Employee Development and Training Program. It is both job-related and concerned with the personal growth of the individual. Eight smaller unions banded together in New York City to form the Consortium for Worker Literacy, which provides education to help workers maintain current jobs or retrain for new ones before job loss. The AFL-CIO is exploring the use of a cutting-edge curriculum, the Job Skills Education Program built on the analysis of job tasks and the basic skills required for them. Union members also participate in planning bodies and sit on private industry councils. (YLB)

Carnevale, A. P., Gainer, L. J., & Villet, J. (1990, April). Training in America. The organization and strategic role of training. ASTD Best Practices Series, (1).

This volume presents the overall findings of a three-year ASTD/U.S. Department of Labor nationwide study on how training for today's workplace is structured, managed, financed, and linked to organizational strategy. It catalogs who gets training and how much. It shows what employer-based training systems look like. It describes how funds are spent and identifies who the providers are and how their approaches differ. The authors demonstrate the importance of linking training to organizational strategy and detail specific techniques and models for building training programs that are responsive to an organization's most critical needs. (ISBN 1-55542-203-9)

Carnevale, A. P., Gainer, L. J. & Schulz, E. R. (1990, April). Training the technical work force. ASTD Best Practices Series, (4) This volume addresses the training needs of America's enormous technical work force. This population includes such technical professionals as scientists, doctors, and engineers; technicians such as hygienists and draftsmen; and skilled trade or blue- collar workers. This book describes the nature and role of technical training within today's competitive and technologically shifting workplace, and sets forth specific guidelines for conducting effective technical training programs inside employer institutions. It examines the size and scope of the technical work force, where and how this population gets its training, and how the most effective workplace-based instructional programs are designed and managed. (ISBN 1-55542-201-2)

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1989) Workplace basics: The skills employers want. San Francisco, CA.: Jossey-Bass Publishers.

The booklet and the book and manual are all designed to inform the reader about the tools that have been developed to address basic workplace skill deficiencies. Part I identifies why the skills are seen to be needed and by whom. Part II addresses what specific skills employers view as needed for employees to function effectively and efficiently in today's workplace. Part III outlines a "Blueprint for Success" in how to establish programs that deliver workplace basic skills. (ISBN 1-55542-203-9)

Fields, E. L. & others. (1987). Adult literacy: Industry-based training programs. (Research and Development Series No. 265C). Columbus, GA. (ERIC Document Reproduction No. ED 284981)

Nine industry-based adult literacy programs across the country were studied to identify exemplary training programs and practices that business and industry trainers, planners, and policymakers and individuals in the public education sector alike could replicate in designing adult literacy programs. Training programs offered by the following organizations were among those studied: Onan Corporation, Minneapolis, Minnesota; Philadelphia Hospital and Health Care District 1199C; Planters Peanut Company, Suffolk, Virginia; Polaroid Corporation, Cambridge, Massachusetts; R.J. Reynolds Tobacco Company, Winston-Salem, North Carolina, Rockwell International, Denver, Colorado; and Texas Instruments, Inc., Austin, Texas. The programs studied could be classified as either (1) traditional programs that were viewed primarily as employee benefits or (2) instruments for achieving the company's advanced technology goals. Traditional programs were generally initiated during an era of company prosperity and security, whereas the "new" literacy skills programs were initiated during an era of foreign competition and rapid technological change. Reading and mathematics were the most frequent skills taught in the programs studied. In general, initial union resistance and supervisor indifference to the programs appeared to give way as the programs' benefits became apparent. Most of the programs examined offered on-site training, although several of the programs were collaborative ventures between the company and/or union and local educational institutions. (This report includes case studies of seven of the nine programs studied, a synthesis and summary of the study findings, and a list of recommendations to help training planners and instructors meet employee's needs for literacy training. Each case study includes information on the program's history, basic skills requirements, structure, employee participation, instructional processes, and evaluation procedures and outcomes.) (MN)

Conroy, W. (1989, Winter). SER works to close literacy- productivity gap. SER America. pp. 7-8. (ERIC Document Reproduction No. EJ 383468)

The author describes a workplace literacy program designed by the Milwaukee SER-Jobs for Progress, Inc. for Res Manufacturing Company. This program enabled Res Manufacturing to upgrade its employees' basic skills, increase productivity, and eliminate the need for layoffs. (CH)

Fleming, L. & others. (1980). The private sector involvement in literacy efforts. Literacy: Meeting the challenge. Washington, D.C.: Office of Education Right to Read Program. (ERIC Document Reproduction No. ED 211938)

The fourth of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In an examination of the role of private business in effort to increase literacy, each of the three papers in this booklet discusses a specific program sponsored and funded by a large private corporation, and each includes an account of the program's inception and development, target population and mode of recruitment, staffing, curriculum and characteristic activities, and perceived benefits. The three corporations discussed in the papers are Polaroid Corporation, New York Insurance Company, and Montgomery Ward and Company. (HTH)

Hirschoff, P. (1988). Wider opportunities: Combining literacy and Employment Training For Women. Executive Summary of the Female Single Parent Literacy Project Case Studies. Washington, D.C.: Wider Opportunities For Women, Inc. (ERIC Document Reproduction No. 300553)

This report contains summaries of case studies of five literacy projects for women conducted under the auspices of Wider Opportunities for Women's Female Single Parent Literacy Project. The programs described in the case studies are the following: (1) Non-Traditional Employment for Women, New York City; (2) Access for Women: Expanding Options for Teen Mothers, Brooklyn; (3) Midwest Women's Center: Women's Apprenticeship and Nontraditional Training, Chicago; (4) the STEP (Strategies to Elevate People) Foundation: Mary Crowley Academy, Dallas; and (5) Wider Opportunities for Women, Inc., Washington, D.C. Each summary provides information on the community, the site, the literacy program (clientele, program principles, strategies and techniques, support services, staffing, funding, and program results), and plans/recommendations for the future. In addition, an executive summary delineates the common threads that run through the five case studies: internal barriers to women's success, and external barriers to women's progress (instability; inaccessible, inappropriate services; lack of support services; and inadequate goal setting) that have been addressed by the programs described. (KC)

Illiteracy: A national crisis. United Way's role. A report from United Way of America's strategic planning committee. (1987, December 10). Alexandria, VA.: United Way of America. (ERIC Reproduction No. ED 295000)

A study examined United Way's role in solving illiteracy. Concerns of four major constituencies were identified. University representatives saw illiteracy as threatening the social well-being of those affected and seriously damaging the principle of equal opportunity. Business persons felt that illiteracy threatened the nation's competitive edge in today's global economy. Human service delivery system personnel indicated that current delivery systems for promoting literacy were insufficiently coordinated and insufficiently concerned with personal dignity. Human service agency staff saw the incidence of school dropouts as a major problem, yet schools rarely reached out for help. The study found that: illiteracy is not an insoluble problem; it has many causes; it is very costly; illiteracy rates are highest among the economically disadvantaged; and the total number of illiterate adults is not changing. The study committee believed that United Way should promote literacy training that goes beyond the teaching of rudimentary reading and writing to embrace the development of mature thinking skills. It recommended that United Way should concentrate its literacy programs on services to adults, encourage preventive programs, and focus on broadening current services to include literacy components while still supporting stand-alone literacy programs. (An appendix describes models of literacy programs that work. For each program, a description, list of results, and contact person are included.) (YLB)

Kirby, M. & others. (1989). *Perspectives on organizing a workplace literacy program*. Arlington, VA.: Arlington County Public Schools.

The publication provides a number of steps to consider in developing, implementing, and evaluating a workplace literacy program. The document is written both for the educator and for the business employer of ESL students. Specific action plans suggest how both the educator and the employer may begin programs that address literacy in the workplace problems. Bibliographies and sample materials are provided in the appendices {of that publication}.

Kohrmann, M. (1988). *Mathematics for vocational nursing tutorial modules*. *Adult literacy project*. Denison, TX.: Grayson County College. (ERIC Document Reproduction No. ED 301418)

The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing these efforts were to design a series of modules for teaching reading, writing, and math, and to provide adults with basic employment skills. The tutorial is to improve the mathematics skills needed for vocational nursing. The four modules include a discussion of the properties of mathematics, fractions, decimals and percents, and ratios and proportions. Included in each module are examples and problem sets. The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs. (MVL)

Lafayette Parish cooperative jail project - LPCJP. Phase III final report. (1987). Lafayette, LA.: Lafayette Parish School Board. (ERIC Document Reproduction No. ED 290877)

A three-phase project was conducted to further the education of inmates in the Lafayette (Louisiana) Parish Correctional Center. Phase I of the project was designed to prepare inmates to be eligible to take the General Educational Development (GED) test, and/or to teach life-coping skills so that they would better function in society upon their release. This phase of the program also provided training for inmates to assist other inmates in learning these skills. During Phase II of the program, the purpose was expanded to include English-as-a-second-language (ESL) classes, along with more life coping skills and inmate training time. Phase III continued with these purposes, but was expanded to include Spanish-as-a-second- language (SSL) for prison deputies an literacy classes in Spanish for Spanish inmates who were illiterate in their native language. Classes were held five days per week. The overall project served 910 inmates (815 males and 95 females) and 18 deputies. A total of 304 students were recommended for the GED test, and 255 passed; 45 adult basic education (ABE) students progressed to the GED classes. The Spanish classes also were successful. As a result of the accomplishments of the program and of the support and cooperation from the Lafayette Parish Sheriff's Department and the community, the program was recommended to be reinstated as soon as funds can be reappropriated. (Author/KC)

Lauterborn, R. F. (1981, April 27-May 1). Reading: Why industry cares and what one company is doing about it. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA. (ERIC Document Reproduction No. ED 205910)

Illiterate workers in industrial jobs can endanger themselves and fellow workers by misreading warning signs and can cost companies millions by misreading instructions. The problem of literacy is also apparent in offices, where often dictated correspondence must be retyped a least once because of errors. Of 800 companies surveyed, 35% felt that they had to supplement their employees' education with basic English and business writing courses. A major paper company has taken similar approaches to solving the problem of employee illiteracy with financial grants to education, by underwriting a teaching manual, and by sponsoring reading and writing programs across the country. The company's major program is a series of two-page "how-to" articles, written by famous people on reading and writing subjects and run as paid space in youth-oriented publications. A pretest of the project proved that young people were very interested in this kind of self-help, including college students and recent graduates, and teachers. Surprisingly, the audience preferred articles written by qualified, but less familiar people to those by famous people such as television and movie actors. Subsequent subjects covered in articles in this successful program included how to read classic literature, and will include poetry--in spite of a demand for more career oriented articles. (HTH)

LIFE: Literacy is for everyone. Final report. (1988). Lubbock, TX.: South Plains College. (ERIC Document Reproduction No. ED 298335)

Project LIFE, which began in October 1987, was a model program that involved a coalition of community agencies in addressing the problem of adult illiteracy in a community college setting, enhancing participants' employability, and providing them with career adaptability. To improve outreach efforts, program planners made heavy use of commercial television as an awareness and instructional medium. Other projects objectives were to increase public awareness of the complexities and problems associated with adult illiteracy while promoting literacy as a value within the community; to combine the resources of the major literacy providers in addressing the pervasive and complex problem of adult illiteracy; and to provide prevocational workshops to enhance employability, affect employment, provide career adaptability, and explore technical/vocational fields. Described in the body of the report are the project's promotional campaign, personnel and office procedures, inservice and intake components, class format, instructional materials, roles of counselors, advisory board, and volunteers, and project evaluation and conclusions. Project materials related to most of these areas are contained in 11 appendices, which also include student handouts and a student survey. (MN)

Literacy 85. (1983). *English at work*: *A descriptive guide to developing an employment-specific ESL curriculum*. St. Paul, MN.: Literacy 85, 1080 Univ. Ave.

A guide which describes an employment-specific, competency-based, functional English approach to instruction. The guide describes how to plan the program, how to design the curriculum, how to prepare the lessons, and how to evaluate the progress attained.

The appendices include a "worksheet for gathering language needs information at the workplace," model objectives for the on- site/job-specific ESL classes, a model interviewer's guide for informally assessing English proficiency, and a model lesson plan with evaluation forms.

Mark, J.L. (Ed). (1987). *Let ABE do it*. *Basic education in the workplace*. Washington, D.C.: American Association for Adult and Continuing Education. (ERIC Document Reproduction No. ED 288080)

This publication highlights business, industry, union, and Job Training Partnership Act (JTPA)-supported efforts to provide public and private employees, as well s some prospective employees, with the basic literacy skills they need to perform in the workplace. Basic or remedial education users listed in this directory include 198 companies or plants; 17 unions; 6 United Auto Workers/General Motors and 4 United Auto Workers/Ford collaboratives; 51 public or nonprofit employers; 23 hospitals, health services, convalescent or nursing homes; 7 colleges or universities; and 144 public job-assistance programs. All of the programs described in this booklet have been submitted by 29 state directors of adult education. They are all Adult Basic Education (ABE) or Adult Secondary (ASE) and/or General Educational Development (GED) programs run by public education systems. Programs are listed by state. Information given for each program includes title, provider, address, contact person, telephone number and description of program. (KC)

Munn, A. (1988). Mathematics for electronics tutorial modules. Adult literacy project. Denison, TX.: Grayson County College. (ERIC Document Reproduction No. ED 301419)

The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing these efforts were to design a series of modules for teaching reading, writing, and math, and to provide adults with basic employment skills. This tutorial is to improve the mathematics skills needed for electronics training. The three modules include basic algebra terms, evaluation of algebraic expressions, and scientific notation. Included in each module are objectives, a pretest, exercises, and a posttest. The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs. (MVL)

Nickse, R.S. (1984, September). The college work-study adult literacy project. Mass.: National Association of Student Employment Administrators. (ERIC Document Reproduction No. ED 251660)

In academic year 1983-84, 19 postsecondary institutions participated in adult literacy projects under the Federal College Work Study (CWS) Program as part of the National Adult Literacy Initiative. (This report presents data from the 18 projects that returned questionnaires.) Approximately 256 college students tutored in reading, writing, math, and English as a second language or assisted in other jobs related to the delivery of literacy services at sites on and off campus. More than 8,200 adults benefited either directly or indirectly from the demonstration projects. Participating colleges/universities recruited, selected, hired, and trained literacy workers, let a collaborating agency do this, or did it jointly. Recruitment of adult participants was often the task of the collaborating agency. The type of training and inservice varied with job responsibilities, with most having general orientation and specific task-related training. Major problems included the timing of the initiative, which make selection of eligible students difficult, and locating the matching funds and institutional expenses other than the match. Participating academic institutions, college students working on the projects, and communities all benefited from the project. Increases in skills, self-confidence, and motivation were noted in adults who received services. (Names and addresses of participants are appended.) (YLB)

Noe, K. L. S. (1988), June 16). Metacognitive awareness in job-related reading. Paper presented at National Convention of Council on Adult Basic Education, Seattle, WA. (ERIC Document Reproduction No. ED 296163)

For annotation see Teaching Strategies for Workplace Literacy

Perkins, H. (1988). Reading for electronics tutorial modules. Adult literacy project. Sherman/Denison, TX.: Grayson County College. (ERIC Document Reproduction No. ED 298330)

These four modules are designed to improve the basic vocabulary skills of students interested in the field of electronics and to introduce them to some basic vocabulary and information of basic electronics. The exercises, prepared for students reading below the eight-grade level, provide strategies to help students learn the meaning of new words. The four modules are prefixes, suffixes, roots and contexts. Each module begins with the appropriate performance objective. Information material and worksheets are then provided. Answer keys are included. (YLB)

Robinson, S. F. (1986). Literacy training in the workplace: A case study of two utility companies (basic skills, remedial, job training). Dissertation Abstracts International, 47, 05A, 1574. (Publication No. AAC 8612447)

The purpose of this study was to investigate the specific characteristics of literacy training programs of selected utility companies in the metropolitan Washington, D.C. area. The study analyzed these characteristics: curriculum, instruction, program administration, and career development.

The case study methodology, using two utility companies, was chosen for data collection. Data were gathered from these sources: (a) structured interviews with students, instructors, program administrators, and company supervisors; (b) classroom observations; and (c) analysis of company and employee records.

The significant findings for each of the characteristics studied indicated: (a) curriculum was designed by PLAN, INC., a nonprofit consulting firm, choosing both job-related and general literacy materials; (b) instructional activities were determined by the consultant and emphasized small group teaching based on students' test scores; (c) administrative issues were mainly the responsibility of company officials, but evaluation was managed jointly by company and consultant; and (d) career development was determined by company officials.

As a result of the findings, it was concluded that: (1) No single, clear model of literacy development was followed; (2) An eclectic approach to instruction was used; (3) Literacy training provided on the job site, with time shared by the employer, was effective; (4) Participants improved their job-related literacy skills; (5) Literacy training improved general organizational effectiveness and affected employee job mobility; (6) Literacy training improved morale and motivation of participants; 7) Planning and developing literacy training were jointly shared between company and consultant.

The findings of the research suggested recommendations for practice and for future research. For the practitioner, it was recommended that (a) professional trade associations establish industry-wide committees to address literacy issues; (b) the human resource staff understand the difference between general training and literacy training; (c) corporate literacy programs focus on specific job-related literacy skills which are reinforced through planned on-the-job experiences; and (d) needs assessments, including a job and task analysis, be conducted to determine the literacy needs of employees. (Abstract shortened with permission of author.)

Rosenfeld, S. A. & others. (1987, June). Learning while earning: worksite literacy programs. Foresight: Model programs for economic development. Research Triangle Park, N.C.: Southern Growth Policies Board. (ERIC Document Reproduction No. ED 291881)

This paper describes four successful and innovative workplace- based literacy programs in the South. The first is a joint program for city municipal workers between the U.S. Naval Air Station in Memphis, Tennessee and the Memphis Literacy Coalition (Project Literacy-Memphis, Inc.). The second is a program at North Carolina State University in Raleigh that serves the school's custodial and maintenance staff. A third is a program at the Newport News Shipbuilding and Drydock Company in Virginia, operated jointly with the local high school. The last is a city-wide cooperative effort involving four employers in Albertville, Alabama. In addition, a concluding section summarizes some of the steps that Southern Growth Policies Board states have taken over the past year to meet the objective of the 1986 Commission on the Future of the South to "mobilize resources to eliminate adult illiteracy by 1992." (YLB)

Schmidt, D. and others. (1987), June). Literacy in Missouri. Annual report. University City: Missouri Coalition for Adult Literacy.

In its second year of operation (1986-87), the Missouri Coalition for Adult Literacy (MCAL) greatly expanded its scope and services. Factors contributing to this expansion include the attention generated by Project Literacy U.S. (PLUS) and the use of the Job Training Partnership Act as a funding source. Program accomplishments include the following: (1) creation of a statewide literacy hotline with three incoming lines and a two- person staff working 12 hours daily and 8 hours on weekends to disseminate information about literacy programs and sign up volunteers; (2) cooperation with PLUS, the literacy effort initiated by the Public Broadcasting System and the American Broadcasting Corporation, which aired documentaries about MCAL on their affiliate stations and set up task forces in eight cities across Missouri, fostering linkages among agencies providing literacy programs; (3) expansion of services and programs--from 22 to 29 adult basic education programs, with an increase form 458 to 1,288 volunteers serving 1,323 functionally illiterate adults; (4) expanded cooperative service provision with the Job Training Partnership Act, the State Division of Social Services, and various local government and private agencies; and (5) creation of a database of statistical information on trained volunteers, number of hours volunteers spend with students, and amount of money saved for the state of Missouri. (The cited document contains 11 appendices of project materials and an annotated bibliography.) (KC)

Spangenberg, G. (1986, July). The broadcast media and literacy. BCEL Newsletter for the Business Community, 1 (8), 4-5. (ERIC Document Reproduction No. ED 300540)

Project Literacy U.S. (PLUS) combines national network television and radio broadcasts with community action, alerting the public to the urgency of the adult illiteracy problem and helping to mobilize efforts to deal with it in towns and cities across the United States. All 525 affiliate and member stations of the American Broadcasting Company (ABC) and the Public Broadcasting Service (PBS) take part by airing programs, member stations take part by airing programs referring individuals to local programs of instruction, and otherwise giving assistance to individuals and groups in their communities. The PLUS initiative is conducted in two phases. The first, in process since January 1986, is focused on building an outreach infrastructure via the local ABC and PBS stations. The second, on-the-air coverage, operated throughout the September 1986-June 1987 broadcast season. The PLUS campaign overlaps, and works in cooperation with, the national multimedia campaign begun in January 1985 by the Coalition for Literacy and the Advertising Council. In some states, special television projects are in progress that will serve to reinforce the PLUS and Advertising Council efforts. However, short-run success in raising public awareness could ultimately result in failure, unless public and private sector funding sources can respond quickly with substantial new monies to support and nurture the new activities that will be generated. (YLB)

Turner, T. C. (Ed.) & Stockdill, S. H. (Ed.). (1987, December). The technology for literacy project evaluation. A special report from the donor review board. St. Paul, MN.: St. Paul Foundation. (ERIC Document Reproduction No. ED 295028)

The Technology for Literacy Center (TLC) was designed to find a new and better way to teach literacy skills to adults by using computers and other forms of technology. It served 1,300 illiterate adults in the St. Paul, Minnesota, area of Ramsey, Washington, and Dakota counties. The project had four major components: direct services, training, research and incentive grants. A formative evaluation of the plan was conducted to identify strengths and weaknesses of the project and to correct them. A summative evaluation (detailed in this report) was conducted to assess the overall merit of the project. Data were collected through standardized achievement tests, group interviews, exit interviews, student questionnaires, learner activity logs, and case studies. The evaluation showed the TLC has been successful and effective meeting its mission. Some of the factors accounting for this success include the technology, the leadership, a dedicated and skilled staff, evaluation, the Donor Review Board, performance orientation, attachment to the St. Paul Public Schools, a multidimensional project conceptualization, special attributes of the Technology for Literacy Center, careful planning, and a culture of learning. Issues identified for ongoing discussion included effective use of volunteers, outcome measures, staff development and stress, and funding. (KC)

Wilson, Dr. L. (1989) Spotlight on...one answer for workplace literacy efforts. Online with adult and continuing education: The Newsletter of the American Association for Adult and Continuing Education, 6 (7), 4-5.

This article describes the Job Skills Education Program (JSEP) components, its past successes in the military community in workplace literacy, and its hoped-for success as it is applied to the civilian community to teach adults basic academic and learning skills. The program is 90 percent computer-based instruction that is "job related, self-paced, and individualized." The only requirement for students to take the JSEP is that they be able to read English at an upper primary school level.

Adult literacy and technology. Guide to recommended literacy software. (1987). Pittsburgh: Pennsylvania State Univ., Univ. Park Inst. for Study of Adult Literacy. (ERIC Document Reproduction No. ED 298261)

For annotation see Model Programs In Workplace Literacy

American Council of Life Insurance. (1980). Financial planning, employee benefits, and you. [A reading workbook]. Washington, D.C.: Education and Community Services. (ERIC Document Reproduction No. ED 202992)

This workbook for adult basic education and adult literacy program students uses financial planning and employee benefits as the content area for teaching reading skills. It is written so that students can work with the material with little help from the instructor. Part 1, the instructional phase, focuses on improvement of reading skills. Its three objectives are to see how ideas relate to each other (signal words), understand the meaning of a word from its use in the sentence (context clues), and understand the major concept of written material (survey of written material). Part 2, the practice phase, is concerned with development of a better understanding of financial planning and employee benefits. Its two objectives are to list steps in financial planning, and use employee benefits to develop a personal and family financial plan. In each part an explanation of the individual skill/objective is followed by an example of how it is used and a written exercise. Answer keys are provided. Part 3 contains a reading test. (YLB)

Bear, D.R. (1987). On the hurricane deck of a mule: Teaching adults to read using language-experience and oral history techniques. Reno: Nevada Univ. Center for Literacy. (ERIC Document Reproduction No. ED 294155)

Designed to instruct adult literacy teachers in using language- experience and oral history techniques and distributed statewide to teachers in Nevada. This manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization. The first of three chapters begin with an introduction to the manual, and defines three types of adult readers--beginning (first to third grade levels), transitional, (fourth to sixth grade levels), and specialized (functioning above sixth grade level but in need of specialized literacy training). In the second chapter, diagnostic teaching principles are outlined, informal measures of literacy proficiency and informal reading inventories are presented, and implications for teaching the beginning reader are discussed. The third chapter of the manual focuses on developing on Oral History program, and includes sample lessons for all three reading levels. A selected bibliography is appended for oral history in the classroom; the language-experience approach; literature, folklore, and histories based on oral records and articles and books on adult reading education. In addition, the following appendices are provided: (1) a case study of a 35 year old male in an adult literacy program; (2) a literacy proficiency manual, with a case summary sheet, pupil interview schedule, informal test of early word knowledge, and evaluation guide for writing; (3) student passages of adult informal reading inventory; and (4) dictations, written accounts, and interviews. (MN)

Belcher, J. O. & Warmbrod, C. P. (1987). Literacy enhancement for adults. (OPTIONS Expanding educational services for adults). Columbus: Ohio State Univ. National Center For Research in Vocational Education. (ERIC Document Reproduction No. ED 288990)

This monograph is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This volume and two other monographs are intended to enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult populations. This publication provides the literacy enhancement program planner with the demographic information, program development considerations, and remediation strategies needed to implement a successful program. Part I discusses the characteristics of illiterate speakers of English. An examination of employers' literacy competency needs results in a checklist of literacy competencies required for entry-level employment and for career advancement. Guidelines for assessing the basic skills of literacy program clients are presented along with criteria for selecting instructional materials most appropriate to the needs of the program's clients. Two models for the development of a literacy enhancement program are outlined. Part II considers planning and implementing programs of literacy instruction for nonactive speakers of English in a vocational context. Brief descriptions of various types of English-as-a-second-language (ESL) programs and a model for vocational ESL delivery are given. Part II then presents an overview of the latest and most successful strategies being used in vocational education. (YLB)

Berg, J. L. P. & Wallace, V. A. (1980). A selected bibliography of functional literacy materials for adult learners. Upper Montclair, N.J.: Montclair State College. (ERIC Document Reproduction No. ED 199551)

This document is a selected, annotated bibliography of materials published in the area of coping skills for adults with functional reading skills, Publications are listed alphabetically by title under the following general topics: general coping skills; newspapers; occupational information; consumer economics; pregnancy and parenting; housing; travel and transportation; health; personal development, decision making, and mental health; community resources; signs, forms reading labels and directions; mathematics; cars and driving; government, law and voting; and communications. Reading levels are given for most materials. The materials listed are those presently on hand at the Adult Education Resource Center at Montclair State College. (KC)

Bernardon, N. L. (1989, January). Let's erase illiteracy from the workplace. Personnel, 66, 29-32. (ERIC Document Reproduction Service No. EJ 381481)

Future jobs will require a higher level of literacy, yet the workforce will contain a larger percentage of undereducated employees. Business must work with other sectors to fill the skill deficiency gap. Several interactive video programs have been developed to help employees improve basic skills. (CH)

The bottom line: Basic skills in the workplace. (1988). Washington, D.C.: Department of Education and Labor. (ERIC Document Reproduction No. ED 291922)

This booklet provides guidelines for setting up workplace programs to strengthen employee basic skills. It is intended to help employers who are contemplating the establishment of basic skills training programs and those with programs already in place who seek to improve their current designs. Part I addresses the basic skills problem in the workplace, the need to meet workplace literacy demands, and how to build a literate work force. Part II focuses on how to identify workplace literacy problems. Guidelines are provided on how to conduct a literacy audit. Part III presents the methodology for solving workplace literacy problems through implementation of a training program. It covers these steps: designing the training program, setting goals, assessing available resources, recruiting trainees, working with partners, building the curriculum, and evaluating the program. Part IV contains a listing of references and suggested readings, as well as brief descriptions and addresses for additional sources of information (YLB)

Business Council for Effective Literacy. (1986, September). Developing an employee volunteer literacy program. BCEL Bulletin, 1. (ERIC Document Reproduction No. ED 278782)

For annotation see Model Programs In Workplace Literacy

Business Council for Effective Literacy. (1987, June). Job related basic skills. A guide for planners of employee programs. (BCEL Bulletin, 2) New York, N.Y.: BCEL. (ERIC Document Reproduction No. ED 285974)

This bulletin for businesses is a step-by-step guide to planning and implementing an effective job-related employee basic skills program. Part 1 provides general principles to guide the effort. It addresses literacy and basic skills, the importance of context, and changing requirements for literacy. A preview of key program principles concludes this section. Part 2 discusses 12 basic steps to take in deciding on the purpose and content of a basic skills program, implementing it, and assuring it will be effective. Part 3 considers some special issues including scheduling classes, when a general literacy program is appropriate, the role of volunteers, limited English speaking employees, small businesses, very big businesses, the role of unions, computers, setting realistic expectations, and whether a business should start with a pilot program. Fourteen illustrative cases are provided throughout the guide. Appendices include contacts for advice and referral with area(s) of expertise indicated, a list of background reading, and an exemplary model. (YLB)

Carnevale, A.P., Gainer, L.J., & Meltzer, A.S. (1990, May). Workplace basics training manual. ASTD Best Practices Series, (3).

This is a companion volume to the Workplace Basics book. Based on the three-year study on the essential skills required for the changing work force, this manual provides step-by-step guidelines for developing and implementing effective training programs of all kinds, and, in particular, workplace basics training programs. As its companion book details, "workplace basics" include such competencies as learning how to learn, oral communication, and group effectiveness, as well as basic reading, writing, and computation skills. The manual also describes the key elements of a training action plan, strategies for gaining support and commitment from management and unions, selection of facilitators, and more. (ISBN 1-55542-204-7)

Catalog of adult education projects. Fiscal year, 1985. (1984). Washington, D.C.: Office of Vocational and Adult Education (ED)/Clearinghouse on Adult Education. (ERIC Document Reproduction No. ED 251675)

Designed to provide information about projects funded by states under Section 310 of the Adult Education Act, this catalog lists 400 projects. It is the eighth in a series of annual listings of special projects and staff development programs. The 400 projects are divided into 18 categories or subject areas. These categories are administration, assessment, community linkage, correctional education, counseling, diploma programs, disabled adults, dissemination, employability, English-as-a-second language, evaluation, general educational development, life skills, literacy, recruitment, staff development, technology, and volunteers. Information provided for each project includes project number, project title, funding, contact person with addresses and telephone number, description, and product. A cross reference index identifies areas addressed by projects in addition to the major subject area under which they are categorized. Addresses and telephone numbers of state directors of adult education are appended. (YLB)

Chandler, C. E. (1987). Newspapers meet the challenge: Literacy handbook. Washington, D.C.: American Newspaper Publishers Association Foundation. (ERIC Document Reproduction No. ED 300835)

Designed to encourage newspaper involvement in adult literacy and to assist in launching newspaper literacy campaigns, this handbook complements the American Newspaper Publishers Association Foundation's slide/video media show. The handbook is in five sections: (1(The Challenge; (2) Why Become Involved in Literacy? (discussing personal and social costs, economic and business costs, and the impact on the future of newspapers; (3) Newspapers' contribution; (4)Press To Read (a newspaper literacy campaign launched in 1986); (5) How To Start Your Newspaper Literacy Program (form a task force, decide extent of effort, and provide a focus: a newspaper workplace literacy program, a community-wide literacy project, or a literacy funding project). Three appendices include information on literacy resource organizations, literacy resource materials, and state literacy ranking. (SR)

Conklin, N. F. & Reder, S. (1985, November). Changing channels: A guide to functional literacy for the automated workplace. Portland, Oregon: Northwest Regional Educational Lab. (ERIC Document Reproduction No. ED 264395)

This paper was designed to assist educators and employers as they plan curricula in language and communication skills for students and employees entering, or experiencing a transition to, automated work settings. The strategies presented in this paper may be adaptable to secondary school business skills and basic English courses, pre-employment training programs, and employee training and retraining departments within corporations and public agencies. The four sections of the paper discuss the following topics: the automating workplace and the knowledge worker; communication as a means of production in the information economy, including automation tools and techniques; the automated workplace; literacy in evolution; and literacy training for workplace automation. This last section includes information on training for functional competence, functional literacy skills, topics for functional literacy training, and training delivery models. A bibliography completes the paper. (KC)

Darling, S. & others. (1983). Attitudes, application, action: Employability skills for adult literacy students. Louisville, Kentucky: Jefferson County Public Schools. (ERIC Reproduction No. ED 235322)

This instructor's guide, one in a series of works dealing with adult literacy education, consists of materials for use in helping adult literacy students to develop employability skills. Addressed in the individual sections of the guide are assessing job skills, attitudes, resumes and job applications; job interviews; keeping a job; and establishing contacts via telephone. Each section contains some or all of the following: an introductory note to the instructor concerning the special needs of undereducated adults and suggested teaching strategies, one or more student activities, sample forms and documents, and lists of helpful suggestions for getting and keeping a job. (MN)

Drew, R. A. & others. (1988). How to gather and develop job specific literacy materials for basic skills instruction. [A practitioner's guide]. The work-education bridge. Bloomington: Indiana Univ., Bloomington School of Education. (ERIC Document Reproduction No. ED 297160)

This practitioner's guide was developed for instructors in schools and business and industry who need to gather materials and design, develop, and implement job-specific basic skills programs. It provides a practical model for establishing cost- effective basic skills and literacy programs. It also provides practical advice about how to use the information to develop instructional materials and basic skills job simulations. The guide covers the following ideas: Why take a job-related approach?; What is literacy task analysis?; needs analysis; and conducting a literacy task analysis. A bibliography is included. Extensive appendices provide a step-by-step walk-through for gathering or developing materials for a literacy program for a company or industry. They include site interview guidelines, materials for low-literate adult learners, vocabulary exercises, sample lessons, readability formulas, and resources. (KC)

Edgar, S. K. (1976). Consumer economics. Adult basic education project REAL: Relevant education for adult learners.

[Teacher guidebook and study activity book]. Ohio: Warren City Schools. (ERIC Document Reproduction No. ED 301705)

This packet contains both a teacher's guide and a student activity book designed to help adult students acquire consumer information. Both booklets cover the following topics: bank accounts (checking accounts, savings accounts, other banking services), budgeting money, understanding and using credit, comparative shopping, fraudulent persuasion, and consumer complaints. The teacher's guide contains content information and step-by-step guide to each lesson. It also contains a glossary, a bibliography of consumer economics materials, a consumer economics materials grid, and a list of related sources and projects. The student activity book includes information related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

Edgar, S. K. (1976). Health and family living. Adult basic education project REAL: Relevant education for adult learners. [Teacher's guide and student activity book]. Ohio: Warren City Schools. (ERIC Document Reproduction No. ED 301704)

This packet contains both a teacher's guide and a student activity book designed to help adult students learn about health and family living. Both booklets cover the following topics: health in the home, safety in the home (safety tips concerning children, tips on indoor safety, indoor safety, first aid), helping children with school activities, leisure time and recreation, and food and nutrition. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of health and family living materials, a materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

Edgar, S. K. (1976). Occupational knowledge. Adult basic education project REAL: Relevant education for adult learners. [Teacher guidebook and student activity book]. Ohio: Warren City Schools. (ERIC Document Reproduction No. ED 301701)

This packet contains both a teacher's guide and a student activity book designed to help adult students prepare to find and keep a job. Both booklets cover the following topics: preparing oneself and looking for jobs, filling out applications and other forms, writing resumes, preparing for an interview, and keeping a job. The teacher's guide contains content information and a step- by-step guide to each lesson. It also contains a glossary, a bibliography of occupational knowledge materials, materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

Ellowitch, A. (1983). A curriculum in employment: Women and the world of work. Philadelphia, PA.: Lutheran Social Mission Society and Settlement House. (ERIC Document Reproduction No. ED 246214)

Developed by the Lutheran Settlement House Women's Program, a community-based multi-service organization in a multi-racial, multi-cultural area of Philadelphia, this curriculum guide presents a practical approach to teaching basic reading skills. The curriculum materials, which are suitable for reproducing and handing out to students, combine basic skill development with content drawn from students' experiences and daily concerns. Topics covered in the reading lessons include finding out about one's past, women and the world of work, nontraditional work, working conditions, solutions to the problem of illiteracy, and balancing work, home, and self. Each lesson consists of a short story written in the first person, discussion questions, and language activities, such as phonics. The guide also contains information about the Women and the World of Work Project, the theory and methodology of teaching the adult non-reader, the mechanics of reading, and how to use the language activities. (KC)

Fenholt, J. S. (1988). Ready to read. (Report No.: ISBN-0- 538-14650-8). (ERIC Document Reproduction Service No. ED 302840)

This workbook is focused on helping students learn how to use the newspaper as reading material. The workbook contains 26 lessons with short word lists at the beginning of each lesson and exercises which utilize the words from the word lists. The guide also includes five self-check exercises. (MS)

Foster, S. E. (1988), December). Professionalization of the adult literacy workforce. Background paper prepared for project on adult literacy. Ct.: Southport Inst. For Policy Analysis, Inc. (ERIC Reproduction Service No. ED 302680)

As the literacy requirement for functioning in today's society continue to increase, so do the qualifications and level of professional development that is expected of those who provide literacy education to adults. Historically, it has been assumed that, with a modest amount of preparation, anyone can teach any other adult to read. Recently, however, there has been increasing recognition of the fact that this is not the case. In the array of currently existing professional development opportunities available to literacy staff, there is no agreement on what constitutes adequate training. Despite agreement among the leaders in adult literacy throughout the nation that preservice and inservice training are needed, there is no support system for professional development in the field of adult literacy. Advancing the state of the art of literacy education requires building a profession. Standards related to what should be taught, who will be taught, what methods and techniques will be used, and how programs and staff will be assessed and evaluated must be developed. Adopting a set of standards is not sufficient by itself. It will also be necessary to create an institutional infrastructure to support professional development, change the culture of literacy providers, and provide the resources that teachers and administrators need to take advantage of training and professional development opportunities. (MN)

Green, R. E. (1983, November). A compilation of state statutes that include education/training benefits for senior citizens. Virginia. (ERIC Document Reproduction No. ED 236365)

This compilation, consisting primarily of state statutes providing education and training benefits for senior citizens, focuses on the accessibility of educational opportunities to older adults across the country. Included in the first part of the volume are excerpts from federal education laws dealing with education and training for older Americans as well as the text of the Older Americans Act of 1965. The next section of the compilation contains tables of data dealing with the educational attainment of the noninstitutional older adult population in basic and secondary education, adult illiteracy, the national distribution of older Americans, and states having statutes that contain adult education and senior citizen entitlements. Presented in the final portion of the compilation are the statutes providing education and training for senior citizens that exist in each of the 50 states, the District of Columbia, American Samoa, Guam, the Northern Marianas, Puerto Rico, the Trust Territories, and the Virgin Islands. (MN)

Guidelines for developing an educational program for worker literacy. (1986, July). Boston: Massachusetts State Executive Dept. (ERIC Document Reproduction No. ED 284071)

The guidelines in this paper were developed to assist Massachusetts Private Industry Councils, social agencies, unions, businesses, and education providers in designing educational programs appropriate to the workplace. The focus is on literacy education. The paper is organized in four sections. The first section briefly examines the background of adult literacy needs and problems. The second section, which makes up the bulk of the paper, provides suggestions for program development. Areas covered include publicity, building peer and supervisor support, class locations, educational approaches, student/teacher ratios, competency-based instruction, assessment tools, and curriculum development. The third section discusses performance goals and how they are affected by the level of the learner, intensity of the learning experience, the availability of learning supports, and the motivation of learner. Finally, the fourth section suggests contacting the Office of Training and Employment Policy (OTEP), Office of Economics Affairs, for information on curriculum development, competency-based education, and computer-assisted instruction. (KC)

Gunter, J. (1975). Letter fluency games. Technical Note No. 3. Quito, Ecuador and Amherst, Mass.: Ministerio de Educacion Publica and Mass. Univ. Center for International Education. (ERIC Document Reproduction No. ED 175024)

A variety of fluency materials--inexpensive games and exercises designed to offer learners practice in the component skills necessary for literacy--are discussed in this report. Various sections contain discussions of the materials within the context of a broader literacy project, the materials and the levels of organization of written language, learner initiative, the "rubber stamp" literacy method, and evaluation of the fluency materials. An appendix contains descriptions of 14 literacy fluency games and exercises, including "el chulo," "concentration," "lottery," "letter chips," "word bingo," "letter dice," "letter rummy," and "the sentence game." (FL)

Howard, O. (1988). Social/personal skills modules. Adult literacy project. Sherman/Denison, Tex.: Grayson County College. (ERIC Document Reproduction No. ED 298329)

This personal/social skills training series consisting of five modules is designed to complement basic academic skills and employment training. The objective of the training is to address the affective competencies that adults need to attain and succeed in vocational training and employment. An introduction provides materials for the facilitator, including a list of resource materials, a bibliography, and audio-visual materials. Each module begins with a training outline for structuring each training session. The outline provides for instruction, modeling, self-assessment activities, experiential activities, and feedback and reinforcement. A script serves as a guideline for introducing activities and skill rehearsal. An outline is also presented to provide instructions for using the materials in the module. Activity sheets for each activity list goals, describe group application, and set forth the procedure. Module topics are self-awareness, assertiveness skills, problem solving and decision making , stress management skills, and communication skills. (YLB)

Howell, S. (1988). Pre-employment and employment skills modules. Adult literacy project. Sherman/Denison, Tex.: Grayson County College. (ERIC Document Reproduction No. ED 298328)

These 10 modules provide job search training for adults and youths. The activities can be modified for nonreaders, those with limited academic skills, unemployed professionals, persons with limited work experience, potential dropouts and other unemployed youth, older job seekers, and persons with mental handicaps. Introductory materials are intended to help the facilitator of the job search training sessions get started. This basic information is provided for each module: time frame, session type, key concepts, and list of competencies. Exercises in each module provide a brief description of the exercise and steps to follow. Module topics are introduction to job search skills training, understanding the power of the skills triad (transferable and self-management skills), identifying and meeting the employer's expectations, collection of data (personal data booklet development), collection of data (personal data booklet), application preparation, developing telephone contacts, the interview process (peer practice), the interview process (video interview), and developing job leads. (YLB)

Imel, S. (1988). Workplace literacy programs. (ERIC Digest No. 76). Columbus, Ohio: ERIC Clearinghouse on Adult, Career, Vocational Education. (ERIC Document Reproduction No. ED 292974)

During the first half of the 1980s, the focus of the literacy movement was on strengthening literacy programs through the recruitment of volunteers. Although these early efforts are continuing, the focus in adult literacy has changed. Job-related or workplace literacy has become a national priority, and the impact of adult illiteracy on private industry is becoming increasing visible. Demographic factors and changes in jobs are also creating a need for workplace literacy programs. Workplace literacy and general literacy differ in purpose. A number of recent studies have examined the literacy skills that individuals need in order to succeed in the workplace. These studies have resulted in the publication of a number of lists for work-related reading, writing, speaking, listening, mathematics, scientific, and reasoning skills. Industry-based literacy approaches can be divided into two groups: (1) pre-1980, viewed primarily as traditional benefits for the employee, and (2) post-1980, viewed primarily as instruments for achieving the company's advanced technology goals. Unlike traditional literacy programs, which were generally initiated in an era of company prosperity and security, the new literacy skills programs were initiated in an era of foreign competition and rapid technological change in response to the realization that many employees lacked the basic skills with which to acquire more technical skills. Most industry-based literacy training occurs on the company site, partly for the sake of employee convenience and partly because many employees find schoolroom environments inhibiting. Several guides in developing workplace literacy programs have been published, and four of these are briefly described. A list of 12 references is also provided. (MN)

Jacob, E. & Crandall, J. (1979, June). Job-related literacy: A look at current and needed research. Paper presented at the Functional Literacy Conference, Bloomington, In. (ERIC Document Reproduction No. ED 178903)

In response to the Mikulecky and Diehl examination of work- related literacy, this paper points out the need for data based on ethnographic approaches to research and more realistic assessments of text difficulty. Also suggested are questions to which future research might respond: How much of functional literacy is really functional competency? Do we over estimate literacy demands? Does literacy play a symbolic role in distinguishing high-status, high-income occupations from lower- status, lower- income occupations? How do adults develop job reading ability while on the job? What techniques could those teaching reading employ to more closely simulate that learning? Problems with using readability formulas are pointed out, and the use of cloze tests is recommended as a better approach to measuring literacy levels. Also noted are the parallels between adult reading programs and adult English as a second language programs. (AEA)

Kazemak, F. E. (comp.) & Rigg, P. (comp.). (1984). Adult literacy: An annotated bibliography. Newark, Del.: International Reading Association. (ERIC Document Reproduction No. ED 248484)

Intended for use by literacy workers, teacher trainers, and program developers and directors, this annotated bibliography brings together the most current writings about adult literacy education available in journals, books, and ERIC documents. The entries are arranged into five sections: (1) the state of adult literacy, both in the United States and internationally; (2) ways of looking at literacy; (3) critiques of current philosophical assumptions about literacy; (4) literacy related research; and (5) teaching methods. (FL)

Kreitlow, B. W. (1981, March). Teaching the adult of the"80's". Paper presented at the Annual Meeting of the Michigan Reading Association, Grand Rapids, MI. (ERIC Document Reproduction No. ED 207009)

Intended for reading specialists and adult education teachers, this paper assesses the current state of adult basic skills, the general education degree, and English-as-a-second language teaching. The first part of the paper consists of a series of tables representing demographics of participants in adult education programs. The second part discusses the problem of low self-esteem found in many adult basic education students and how this affects the qualifications required of adult education teachers. The third part of the paper outlines the responsibilities of an adult education teacher, and discusses the frame of mind necessary to be successful and to make the experience of teaching adults a rewarding one. (HTH)

Lawson, V. K. (ed.) & McKallip, J. (Ed.). (1984). Management handbook for volunteer programs. Syracuse, N.Y.: Literacy Volunteers of America, Inc. (ERIC Document Reproduction No. ED 292947)

This handbook, which is designed to explain the steps entailed in organizing and administering a volunteer adult literacy program, is organized into three main sections. The following topics are discussed in the opening section on program organization; planning a program calendar; recruiting, training, and establishing the duties of the program board; developing a budget and obtaining funds by writing proposals; and planning and implementing an evaluation, using experts in evaluation, and incorporating evaluation results into program planning efforts. The second section on direct service management deals with keeping records and writing reports as part of a program's accountability efforts; recruiting and interviewing volunteers; and providing tutors with orientation, preservice, and inservice training; matching students and tutors; providing supportive services to students and tutors; and recognizing the work of volunteers. The third section is a reprint of an article by Jonathan McKallip entitled "Use Volunteers Successfully." Appendices include a bibliography, a list of terms commonly used in Literacy Volunteers of America publications, job descriptions for basic reading/English as a second language tutorial project, and sample fundraising letters and forms. (MN)

Leighton, M. S. (1985). Improving literacy through effective job training programs. Dissertation Abstracts International, 46, 07A, 1808. (Publication No. AAC 8520721)

This study examined aspects of educational productivity in selected job training centers run by a partnership of national community-based organization and a major corporation. Its purpose was to explore ways educational research can be used to help job training centers address the problem of widespread functional illiteracy among adults. Three questions were considered: (a) Are the effective schools characteristics identified in elementary and secondary settings (e.g., Hersh and Walker, 1981) useful in assessing job training operations? (b) To what extent and in what ways do effective schools' characteristics affect training productivity? (c) Does the effectiveness of basic skills instruction in job training affect other skill acquisition or ultimate job retention? Field study methodology was used, including observations of facilities and training activities, structured and unstructured interviews, a survey of staff and students, and examination of selected center documents. Two-day site visits were made to twelve centers across the country. Data supported the assumption that effective schools' characteristics can be found in centers in forms quite similar to those in other educational settings. The absence of comparable outcome measures of skill acquisition limited ability to define precisely or quantity the contribution of effective schools characteristics to center productivity. Although the conventional wisdom of center personnel is that basic skill proficiency is essential to job retention, few measures are made in the field to provide unequivocal support for that idea. Possibly significant variations in local center service delivery structures and client groups may continue to make difficult the collection of comparable data. It was nevertheless apparent from subject response to the study that effective schools research can be used to great advantage by training center personnel. Recommendations about how this might be done are included.

Marchilonis, B. A. & Diebuhr, H. (1985, January). Television technologies in combating illiteracy. [A monograph]. San Francisco, Calif.: Far West Lab for Educational Research and Development. (ERIC Document Reproduction No. ED 253772)

Responding to a need indicated by President Reagan's 1983 Initiative on Adult Literacy, this monograph considers the past, present, and future uses of television technology in literacy programs. Recognizing the amount of time Americans spend viewing television and the new possibilities for service delivery offered by such technological developments as cable TV, videocassettes, and videodiscs, the document presents a classification scheme of literacy levels, examines literacy programming of the 1950s, 1960s and 1970s, and describes the British Broadcasting Corporation's pioneering outreach programs. Advantages and disadvantages of TV as an instructional medium are considered, as well as the potential audience; kinds of programming at federal, state, and local levels; new applications of existing programs; and the use of innovative technologies to reach adult illiterates. The authors conclude with a moderate view of electronic media as part of an ecology of learning and stress the need for engaging leadership to meet the literacy challenge, perhaps in the spirit of a campaign or competition that motivates other areas of American life. An appendix provides a comprehensive list of literacy television programs, including titles, descriptions, and information on availability. References are also listed. (SK)

Mid-York Library System. (1988, March). Literacy: A key to success. [A literacy handbook]. (2nd ed.). Utica, N.Y.: Mid- York Library System. (ERIC Document Reproduction Service No. ED 303180)

Designed to provide a comprehensive literacy reference for public libraries, this handbook presents a glossary of terms, background information on functional literacy, and brief reviews of 14 additional topics: (1) literacy statistics; (2) adult performance levels; (3) the problem of adult education. (4) illiteracy generates itself; (5) about adult learners; (6) libraries and literacy; (7) national organizations; (8) recruiting adult new readers; (9) recruiting volunteer tutors; (10) collection development; (11) publishers of books for adult new readers; (12) the Coalition for Literacy; (13) a sample press release announcing the availability of an adult new reader collection; and (14) a list of 12 sources for background information on functional illiteracy. A list of 15 Mid-York libraries housing literacy core collections as of January 1988 is appended. (CGD)

Smith, B. & others. (1987). Marketing your adult literacy program. A "how to"manual. Altamont, NY.: Inter-organizational Relationships Ltd. (ERIC Document Reproduction No. ED 290873)

This guide, which was originally developed for use in a training workshop, is intended to assist adult educators in learning to market their adult literacy programs. The first chapter outlines the main principles of social marketing and public relations. An overview of the operation of a social marketing campaign on adult literacy is provided next. Chapter 3 discusses the procedures entailed in beginning a marketing campaign. The following aspects of selling an adult literacy program are covered next: developing a theme; choosing promotional activities (the value of newspapers, steps to better press releases, editors' style points, and the role of the media in marketing); Madison Avenue-style packaging, and ways of identifying resources. The final two chapters are devoted to evaluating a social marketing and public relations campaign on adult literacy and completing a marketing plan. The appendix includes sample 30- and 60-second public service announcements and two student spotlights (one describing a male and the other describing a female program participant). (MN)

Special answers for special needs. A guide to available 310 resources. (1986, Jul.). Washington, D.C.: Office of Vocational and Adult Education (ED). (ERIC Document Reproduction No. ED 271572)

This guide describes 25 resources intended to assist those providing adult basic education (ABE) services and provides information concerning the sources and cost and availability of these publications. Described in the guide are three works dealing with strategies for recruiting ABE students; seven works dealing with disabilities (learning disabilities, physical disabilities, visual impairment, mental retardation, and deafness); one work each on corrections education and employability training; four works dealing with English-as-a-second-language (ESL) (including guides for integrating ESL into the workplace and using a family approach; four works on adult literacy instruction (including information on forming a literacy coalition and publishing an anthology of adult student writing); two works on parent education (dealing with home education and an intergenerational reading project); and three works on using volunteers in adult education. (MN)

Spence, M. C. (1985). Job search workbook. [Tutor manual]. Pleasant Gap, PA.: Centre County Vocational-Technical

School/County Development Center for Adults. (ERIC Document Reproduction No. ED 281032)

This manual is intended to assist tutors participating in a program to help nonreaders develop job search skills. The first two sections give an overview of the program and present general guidelines for working with students. Detailed suggestions are provided for working with students in sessions addressing the following questions: Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do I keep on looking? Now that I've got it, how do I keep it? Each session is divided into three parts. The first part looks at current job leads and what can be done right away. Part 2 teaches the new objective for the lesson and may include activities. The final part gives assignments to be carried out before the next meeting. The ninth session is intended for use after the student has obtained a job, and the eighth session is intended to set a framework for continuing the job search for as many sessions as is necessary. The document closes with a list of effective ways to work with adult students and a four-page list of references for tutors and students. (MN)

Waite, P. A. (1984). The development of a handbook for the establishment of on-site literacy programs in business and industry (basic skills, remedial). Dissertation Abstracts International, 45, 11A, 3264. (Publication No. AAC 8501906)

This project documents the development and completion of a research-based handbook designed to assist individuals in the planning and implementation of on-site literacy programs in businesses and industries. The handbook, which is included, was completed based on a survey of existing programs, on-site visitations and a field-test of the handbook draft. The completed handbook contains chapters on Decision-Making, Planning, Industry Assessment, Staffing, Site Selection, Student Services, Instruction Evaluation and Related Issues. Each chapter is based on the collective experience of various programs surveyed or visited. The handbook identifies the critical components which should be considered in developing an on-site literacy program. In addition, it outlines specific steps which might be considered in the establishment of on-site programs.

To gather the information contained in the handbook, existing programs were surveyed to identify those components they felt were most important to the development and operation of their program. Five exemplary programs were identified for on-site visitation and interviews. A draft handbook was field-tested at two sites where businesses were beginning on-site literacy programs. Input from these programs was incorporated into the final draft of the handbook. The process document accompanying the handbook details the handbook development process.

Workplace literacy. Focused access to selected topics (FAST Bibliography No. 1). (1988). Bloomington, IN.: ERIC Clearinghouse on Reading and Communication Skills. (ERIC Document Reproduction No. ED 293093)

Compiled to assist those who are interested in building better workplace literacy programs, the first ERIC/RCS FAST (Focused Access to Selected Topics) Bibliography is a selection of representative documents from searches of the ERIC database. The bibliography is divided into the following groups: eight sources that provide an overview of concerns about workplace literacy; five general background sources; five sources which help define workplace literacy; and five descriptions of programs/projects. A brief annotation accompanies each item. (JK)

Barbee, D. E. (1986, October). Methods of providing vocational skills to individuals with low literacy levels: The U.S. experience. (Discussion Paper No. 1). Geneva, Switzerland: International Labour Office. (ERIC Document Reproduction No. ED 284958)

This paper describes the U.S. experience in providing vocational training to the low-literate. Chapter I presents an overview of the problem. It discusses the changing nature of work, the workplace, the worker, and vocational training itself. Chapter II describes the U.S. experience in the training of low- literates. The approaches, methods, and techniques developed in the United States to train individuals with low literacy levels (ILLL's) are examined. They include the "functional context" approach to instruction (the most efficient and cost-effective method) and the "Comprehensive Competencies Program." The microcomputer, videodisc, and compact and optional discs are discussed in terms of their practical applications in the design, development, delivery, management, and evaluation of training programs. Chapter III proposes guidelines for the development of vocational training programs for the low-literate based on relevant U.S. experience. The guidelines will need to be adapted according to the varying conditions for literacy from country to country. Chapter IV presents six case studies that exemplify the U.S. experience in vocational training for individuals with low literacy levels. A developmental model of literacy and a bibliography are appended. (YLB)

Basic skills and unemployed adults. A report on ALBSU/MSC demonstration projects. (1987, March). London, English: Adult Literacy and Basic Skills Unit; Manpower Services Commission. (ERIC Document Reproduction No. ED 292986)

Six demonstration projects were conducted in England to identify and help meet the basic communication needs of individuals who embarked on work-related skills training. Unemployed adults were divided into two strands. Strand A concentrated on those adults who without significant help with basic communication skills would be unable to reach the threshold to training or employment. Strand B concentrated on those who were already taking part in courses of work preparation but who still needed some help with basic communication skills to make progress. The projects showed that not only do many unemployed adults have difficulties with basic skills, but that it is difficult to separate them arbitrarily into two discrete groups. Stand A projects were particularly successful in improving attainment levels in basic skills among those with real problems and improving their chances of gaining employment. The assumption in Strand B that basic communication skills needs existed within groups attending work preparation courses was confirmed. Assessing needs in vocational context was both effective and acceptable to trainees. Strand A courses were particularly innovative in developing new curriculum and materials to help trainees develop their basic skills in a work-related context. Both Strand A and B projects demonstrated new and practical ways of assessing literacy and numeracy needs. (YLB)

Bear, D.R. (1987). On the hurricane deck of a mule: Teaching adults to read using language-experience and oral history techniques. Reno: Nevada Univ. Center for Literacy. (ERIC Document Reproduction No. ED 294155)

Designed to instruct adult literacy teachers in using language- experience and oral history techniques and distributed statewide to teachers in Nevada. This manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization. The first of three chapters begin with an introduction to the manual, and defines three types of adult readers--beginning (first to third grade levels), transitional, (fourth to sixth grade levels), and specialized (functioning above sixth grade level but in need of specialized literacy training). In the second chapter, diagnostic teaching principles are outlined, informal measures of literacy proficiency and informal reading inventories are presented, and implications for teaching the beginning reader are discussed. The third chapter of the manual focuses on developing on Oral History program, and includes sample lessons for all three reading levels. A selected bibliography is appended for oral history in the classroom; the language-experience approach; literature, folklore, and histories based on oral records and articles and books on adult reading education. In addition, the following appendices are provided: (1) a case study of a 35 year old male in an adult literacy program; (2) a literacy proficiency manual, with a case summary sheet, pupil interview schedule, informal test of early word knowledge, and evaluation guide for writing; (3) student passages of adult informal reading inventory; and (4) dictations, written accounts, and interviews. (MN)

Campbell, R. E. & Sechler, J. A. (1987). Adult literacy: Programs and practices. (Research and Development Series No. 265A). Columbus: Ohio State Univ. National Center for Research in Vocational Education. (ERIC Document Reproduction No. ED 284978)

A study was conducted to improve the link between basic skill instruction and entry into various vocational training programs. Data were collected from the following sources: current professional literature developers and publishers of adult basic education (ABE) instructional materials; consultations with experts in the fields of adult literacy, ABE, and vocational education; national and regional conferences on adult and vocational education; and field visits to numerous educational institutions and agencies that provide ABE and vocational training a considerable quantity and variety of commercial and noncommercial ABE and English-as-a-second-language (ESL) instructional materials were found to be available; however, very few materials for ABE in the vocational education context were found. The 132 basic skills identified by the study and validated by a panel of experts is divided among five areas: reading, mathematics, writing, listening and speaking. It was concluded that basic skills instruction intended to prepare adults for entry into vocational programs should be individualized, use performance-based processes, be geared toward student success, use pre- and posttests, be relevant, review and reinforce the skills that are taught, and address individual student learning styles. Given the range of learning needs that ABE and ESL students present and the limited funds available for purchasing materials, it was concluded that materials selected for purchase should be practical, methodologically sound, relevant to vocational training, well written, well designed, and people oriented. (A section containing recommendations geared specifically toward practitioners, researchers, and policymakers concludes the guide.) (MN)

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990, April). Workplace basics: The essential skills employers want. ASTD Best Practices Series, (2).

This volume details the findings of the three year ASTD/U.S. Department of Labor nationwide study on how to develop skills essential to the changing work force and meet today's business requirements and those of the next decade. The authors reveal that the basic skills once required have now expanded to include such skills as adaptability, creativity, group effectiveness, and the most fundamental of all, learning how to learn. These skills, as well as reading, writing, computation, and other specific competencies now constitute "workplace basics." This new book provides a foundation for revising curricula or developing new instructional materials for teaching workplace basics and offers guidelines for establishing effective training programs around these essentials. (ISBN 1-55542-202-0)

Cornell, T. (1988, April). Characteristics of effective occupational literacy programs. Journal of Reading 31, (7), 654-56. (ERIC Document Reproduction No. EJ 368683)

Highlights the need for occupational literacy programs and provides brief guidelines for reading specialists interested in helping to develop such programs. (Author/ARH)

Darling, S. & others. (1983). Attitudes, application, action: Employability skills for adult literacy students. Louisville, Ky: Jefferson County Public Schools. (ERIC Reproduction No. ED 235322)

For annotation see Resources For Workplace Literacy

Eggar, R. (1986). What about a play? London, England: Adult Literacy Basic Skills Unit. (ERIC Document Reproduction No. ED 281977)

Reading and writing plays can be a good way to learn reading, listening and writing skills. This paper contains suggestions for using plays in adult literacy courses. Ideas are given for reading and writing plays, including developing a plot and characters, drafting a script, and editing and finalizing a script. Various methods of transcribing the play (tape recorder, overhead projector transparency, scribe) are suggested; advantages and disadvantages are discussed. (KC)

Griffin, S. M. (1987, February). How does the match between media and learners' preferred perceptual modes affect literacy learning? Paper presented at the annual Convention of the Association for Educational Communications and Technology, Atlanta, GA. (ERIC Document Reproduction No. ED 285538)

Two issues relevant to the effectiveness of media used in second language literacy instruction were addressed in this study: learner-selected versus teacher-assigned media, and media that appeal to learners' preferred perceptual modes compared with media that do not match preferred modes. A group of 47 preliterate Hmong refugees between the ages of 24 and 65 who were acquiring English as a second language was selected for study. Subjects' preferred perceptual modes were classified as auditory, visual, or kinesthetic on the basis of the Kerby Learning Modality Test; the corresponding media options were a videotape, photographs, or a live teacher. Results showed a significant difference in achievement outcomes between learners who selected their media and those who were assigned to media. Since many subjects did not demonstrate a dominant learning modality, the match between media and preferred perceptual modes was clear for only 13 subjects. There was no significant difference in literacy achievement outcomes between this group and learners who used media that did not clearly match their preferred perceptual modes. The impact of the culture of the participants on the study is discussed, and 17 references are listed. (Author/MES)

Gunter, J. (1975). Letter fluency games. (Technical Note No. 3). Quito, Ecuador and Amherst, Mass.: Ministerio de Educacion Publica and Mass. Univ. Center For International Education. (ERIC Document Reproduction No. ED 175024)

For annotation see Resources For Workplace Literacy

Howard, O. (1988). Social/personal skills modules. Adult literacy project. Sherman/Denison, Tex.: Grayson County College. (ERIC Document Reproduction No. ED 298329)

For annotation see Resources for Workplace Literacy

Howell, S. (1988). Pre-employment and employment skills modules. Adult literacy project. Sherman/Denison, Tex.: Grayson

County College. (ERIC Document Reproduction No. ED 298328)

For annotation see Resources For Workplace Literacy

Jacoba, B. & Ventura-Merkel, C. (1986). Tutoring older adults in literacy programs. Literacy education for the elderly project. Washington, D.C.: National Council on the Aging, Inc. (ERIC Document Reproduction No. ED 286002)

This booklet is designed to sensitize volunteer literacy tutors to the special needs and interests of illiterate older learners. It also gives useful tips for creating successful and self- rewarding learning experiences. The first section on the world of older adults with literacy problems describes some of the characteristics of this group. In the next section, reasons for participation and non-participation in a literacy program are discussed. Success tips for tutors are provided. These include gaining the students' trust, making learning goal-oriented, adapting one's teaching style, keeping motivation high, meeting students' needs, evaluating personal goals regularly, relying on peer supports, selecting appropriate teaching materials, using learning contracts, and being alert to learning problems. A chart summarizes techniques that can make tutoring a success; learning needs of older adults are correlated with ways in which tutors can help meet these needs. The final section addresses developing self- sufficiency. Topics include building confidence, broadening horizons, and expanding skills. (YLB)

Martin, L. G. (1981). Achievement motivation training- effects on ABE/ASE students' psychosocial self-perceptions. Madison: Wisconsin Univ. Inst. For Research On Poverty. (ERIC Document Reproduction No. ED 212814)

For annotation see Resources for Workplace Literacy

Mikulecky, L. & others. (1987). Training for job literacy demands: What research applies to practice. University Park: Pennsylvania State University Inst. for the Study of Adult Literacy. (ERIC Document Reproduction No. ED 284968)

The demand for worker literacy is increasing in nearly every occupation, from entry-level blue collar to top professional and technical. The types of reading and writing required on the job differ considerably from the literacy activities required of students in schools. Most of the reading done in the workplace environment is done for the express purposes of doing, learning, and assessing, whereas most of the reading done by secondary students is done to obtain information needed to answer teachers' questions. Student-based theories of composition and useful reading comprehension must therefore be modified before they can be applied meaningfully to the special forms of workplace literacy. Various models have been developed to explain both the product and process of reading and writing (including schema theory, oracy and alternate systems, and metacognition). Schools generally use product theories, which cannot fully take into account the complexities of writing at work. One useful model that can be adapted to develop a job literacy problem-solving model is Flower and Hayes' Cognitive Process Theory of Writing. According to the model, writers anticipate their audience and define their purpose, generate the ideas they need to convey, organize their ideas, translate them into a form that will be useful to others, review and evaluate them, and eventually revise them. (Three examples of the operation of the job literacy problem-solving model and a bibliography are provided. (MN)

Miller, P. A. (1988, October). Using annual reports for adult literacy improvement. Journal of Reading, 32 (1), 25-29, (ERIC Document Reproduction No. EJ 377351)

Advocates using annual reports to help adult learners bridge the gap between competence with basic reading tasks and competence with more difficult and complex tasks which require inferential thinking and application of information for decision making and problem solving. (RS)

Noe, K. L. S. (1985). Metacognitive awareness in job-related reading. Dissertation Abstracts International, 47, 04A, 1265. (Publication No. AAC 8613197)

The purpose of this study was to examine the relationship between metacognitive awareness and job-related reading. Recent research in metacognition and reading has centered on the use of reading as a process for learning. However, those skills that make a person literate in school may not transfer to the workplace where the use of reading may be quite different. Adults' metacognitve awareness of their reading for the job may be a factor in the development of job-related reading ability. This study explored metacognitive awareness in reading as a process for finding information to do a job.

In a structured interview, 30 supervisory personnel in the electronics industry were administered the Diehl-Mikulecky Job Literacy Survey (1980) modified for this study, the Survey of Metacognitive Factors in Job Reading developed for this study, and a cloze test developed from job-related reading materials. Pearson product-moment correlations and analysis of variance were used to determine the relationships among the variables, which include metacognitive awareness as measured by the Survey of Metacognitive Factors in Job Reading; reading ability as measured by the cloze test; reading strategies and demands of the job as measured by the Job Literacy Survey, and demographic variables of age, sex, length of time on the job, and level of education. A significant relationship was found only between metacognitive awareness and reading ability.

However, the rating system identified metacognitive features within subjects' responses, supporting the need for further research to more fully explain metacognitive processes used in job-related reading. In addition, the study identified three aspects of job-related reading that may have particular influence on adults' reading success: the role of job experience, the use of non-print information sources, and readers' perception of what influences text difficulty.

Noe, K. L. S. (1988, June 16). Metacognitive awareness in job-related reading. Paper presented at National Convention of Council on Adult Basic Education, Seattle, WA. (ERIC Document Reproduction No. ED 296163)

Research was conducted into the metacognitive awareness of electronics workers in completing job reading tasks. The study examined how successful adult readers make decisions about why, when, and how to use reading on the job. It also identified unique aspects of job reading context that both require workers to control their reading efficiently and productively and help them to do so. These included the role of workers' job experience as an aid in reading, readers' perceptions of what makes text difficult or easy to use, and the availability and use of sources of information other than print. Suggestions were made for incorporating metacognition training into job training programs to help adult readers make the most effective use of their work environments. Specific recommendations were that (1) job-related reading instruction needs to teach workers to be aware of the interaction of factors that work together to influence reading success; (2) because of the importance of efficiency and projectivity on the job, workers need to develop personal strategies for effective use of reading; (3) those who generate materials to be read on the job must consider how, when, and where these materials are used; and (4) job training should include direct experience with and instruction in the specific materials and reading tasks encountered in the job. (YLB)

Project P.R.O.U.D.: People reading their own unique dictation. (1985, June). State College, PA.: Mid-State Literacy Council. (ERIC Document Reproduction No. ED 288029)

Project PROUD (People Reading Their Own Unique Dictation) was designed to focus on the problems associated with book-centered, one-to-one tutoring to help adults learn to read. The problems that the project sought to eliminate were uninteresting, nonpertinent materials; focus on single skills rather than reading as communication; lack of learner-centered, self-worth attitudes; and feelings of being a one-of-a-kind nonreader. The project staff trained tutors in the language experience approach and designed appropriate accompanying exercises. The tutors then had students dictate stories concerning their experiences, knowledge, and concerns. Students then worked through these stories and exercises. Tutors submitted the stories and exercises to Mid-State Literacy Council for grouping according to reading level, editing, and publication in a set of six books. The six books that contain students' language experience stories with accompanying skill exercises and comprehensive questions were developed for adult students at the 0-4 reading level, including non-English speaking adults. (YLB)

Perin, D. (1988, October). Schema activation, cooperation, and adult literacy instruction. Journal of Reading, 32 (1), 54-62. (ERIC Document Reproduction No. EJ 377356)

Describes a strategy to motivate adult basic education students to comprehend text in a manner that draws on their background knowledge and is based on peer interaction. (RS)

Philippi, J. W. (1988, April). Matching literacy to job training: Some applications from military programs. Journal of Reading, 31 (7), 658-66. (ERIC Document Reproduction No. EJ 368684)

Points to the importance of teaching job literacy. Outlines a method (which was successfully employed in the military) of analyzing job demands, and then constructing and using effective literacy materials. (ARH)

Rigg, P. & Kasemek, F. E. (1983). Adult illiteracy in the USA: Problem and solutions. Convergence: An International Journal of Adult Education, 16 (4), 24-31. (ERIC Document Reproduction No. EJ 294318)

In lieu of literacy programs based on teacher-as-parent, student- as-child relationships or student/teacher partnerships, the authors propose (1) developing an adult/adult learning environment, (2) using a psycholinguistic model of the reading process, and (3) using a cognitive-discovery model of the writing process. (SK)

Willard, J. B. (1981, October). Low-aptitude trainees can succeed. Instructional Innovator, 26 (7), 18-20. (ERIC Document Reproduction No. EJ 252542)

Offers reasons for the declining literacy rate of new military recruits and makes suggestions for improving performance ratings in military training. Recommendations include visually attractive presentations, simple language, performance testing, a relaxed learning environment and feedback, and addressing the learner as an adult. (MER)

Utilization of new technologies to improve instruction for limited English proficient adults. (1987, July). Texas: Austin Community College. (ERIC Document Reproduction No. ED 285977)

A project researched a process and generated a sample project to facilitate the teaching of English to adults who have limited proficiency in reading, speaking, or writing the language. Specific areas of interest included using a videocassette recorder (VCR) as a supplemental delivery system, using home video equipment to develop instructional units through the formative evaluation stage, and producing instructional materials and strategies that were based on an analysis of the limited English proficient (LEP) students' needs, and interests. Generally, the project team found that (1) the use of the low-cost VCR technology is feasible; (2) incremental success rates and motivational response rates were much higher than expected and teacher responses was extremely favorable; (3) the demand by students and teachers generated by this pilot project for more tapes clearly indicates that it would be possible to implement this instructional strategy; and (4) in the opinion of the team, tape losses were minimal and would be far less in the more structured custody system of established course offerings and classes. Despite the success of the curriculum content and instructional strategy as measured by student and teacher response, analysis of the project product suggests that in the areas of linguistics and student orientation this project is only the gateway to quality, motivating, individualized, language instruction. The low-cost home videotapes should be refined and produced in a study and widely disseminated in order to facilitate and accelerate language learning by adults. (The bulk of this document contains the videotape scripts, research forms, and an external evaluation of the project.) (KC)

APPENDIX A

Workplace Literacy Fact Sheet

- ☐ More than 27 million adults are functionally illiterate.
- ☐ Growth of the labor force will slow in the next decade.
- ☐ The majority of new jobs in the year 2000 will require some postsecondary education.
- ☐ In the year 2000, only 27 percent of all new jobs will fall into low skill categories compared to 40 percent of jobs today.
- ☐ Jobs that are in the middle of the skill distribution today will be the least skilled occupations of the future.
- ☐ The decline in population growth will mean an older work force, with the average age of workers increasing from 36 to 39 by the year 2000.
- ☐ The number of young workers will decline both relatively and absolutely with workers age 16 to 34 accounting for half of the work force in 1985, but declining to less than 40 percent by the year 2000.
- ☐ Women, minorities, and immigrants (historically less skilled groups) will constitute 80 percent of the new entrants into the work force.
- ☐ Almost 2.5 million persons enter the work force annually with limited language and skills: 700,000 young people who drop out of high school; an equal number who graduate as functionally illiterate, and a million new working age immigrants.
- ☐ An older, less adaptable work force will face a job market that requires increasingly flexible skills, with many workers changing jobs five or six times during their work lives.
- ☐ Employers may face serious skill shortages not experienced since World War II because of the slowed growth in the labor force and diminishing pool of qualified workers.
- ☐ Small business accounts for more than half of the private sector employment and generates 2 out of 3 new jobs in or economy.

☐ Small employers hire the majority of younger, older, and women employees.

Small Business Administration. (1988, Oct. 3-4). Workplace literacy: Targeting the future. A Report on the National Conference on Workplace Literacy. Washington, D.C.: Small Business Administration (ERIC Document Reproduction No. Ed 300671)

APPENDIX B

FLORIDA WORKPLACE LITERACY SURVEY

Name ______________________________ Title __________________________

Institution ____________________________ Telephone (   ) ________

Address ____

County __________________________________

1. Does your adult education program offer any classes which are located in the facilities of a business or an industry?

_____ Yes (Answer questions 2-7.)

_____ No (Skip to question 6.)

2. Please indicate the type of class and the average number of students per month.

Type	Company Name(s) and Location(s)	Numbers
ABE		
ESOL		
GED		
Adult High School		
Other (Please specify):		

122

4. What types of contributions do the business/industry representatives give in order to make it possible to offer these programs?

____ meeting space at no charge
____ liaison(s) to work with your personnel in setting up the program.
____ flexibility in employee scheduling so they can attend classes.
____ time for employees to attend during working hours. If so, how much?
 ____ total class hours
 ____ part of class hours: ____________

____ liaisons to assist in evaluating the program
____ Other (please list):

5. Do you offer any classes which are specifically designed for a particular business or industry at any location other than the worksite? Yes ___ No ___
If so, please list and describe:

6. Are you aware of any other agencies or organizations that provide education at the 12th grade level or below onsite for employees of business and industry in your county (including the companies themselves)?

____ No

____ Yes (Please list): Use back of page if you need more space.

7. Are you presently planning any workplace literacy programs?

______ No

____ Yes (please describe on back):

Thanks for your help! Return to:

Dr. Lucy M. Guglielmino
Adult Education Office
Florida Atlantic University
1515 W. Commercial Blvd.
Fort Lauderdale, Florida 33309